UNIVERSITY OF PENNSYLVANIA

ELIMINATION FROM THE PUBLIC HIGH SCHOOLS OF NEW JERSEY

(1925–1929)

MARY E. ROBERTS

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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TO
MY MOTHER

R. UNIV.
BIBLIOTHEEK
LEIDEN

FOREWORD

No investigation depending for its value on statistical evidence can be conducted without placing a considerable burden on the sources supplying the material for investigation. This study would have been impossible without the whole-hearted cooperation and interest of the Secondary Division of the Department of Public Instruction of the State of New Jersey, and without the willingness of high school principals throughout the state to respond liberally to the requests made for the supplying of specific information.

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Introduction

1. *Statement of the Problem*

This study aims to report accurately the available information concerning the undergraduate pupils who left the New Jersey public high schools between September 1, 1925 and June 30, 1927; to compare the pupils reported as permanently lost to the schools with those reported as transferring to other schools, as well as with those remaining in school; to organize the data in order to discover points of comparison and contrast; and to trace the relationships and trends so discovered.

A three-fold approach to the problem is desirable because of there being in New Jersey three distinct units of school administration directly concerned with attendance and persistence in school. State legislation creates standards and delegates to constituted authority the carrying out of state requirements. The *county* is immediately responsible to the *state* for enforcing the school attendance laws in other than city school districts. The *individual school districts* are, in turn, responsible to the county for carrying out the compulsory attendance requirements and furnishing attendance facilities. City school districts are immediately responsible to the State.

Against the broad outlines of the State picture this study projects a complete history of the high school elimination situation with respect to age, sex, and grade classification within one county of Northern New Jersey and one county of Southern New Jersey covering a four-year period, and presents for intimate study a single class that entered a New Jersey high school in September, 1925.

2. *Origin of the Problem*

The writer's interest in the problem of New Jersey high school eliminations was aroused through the collecting of data for a report supplementary to the annual high school principals' report to the Assistant Commissioner of Education for June, 1926, calling for information on the following items concerning

each undergraduate pupil leaving school between September, 1925 and June, 1926: (1) sex, (2) color, (3) age, (4) date of leaving, (5) grade, (6) curriculum, (7) scholarship, (8) health, (9) employment, (10) cause of leaving.

These supplementary reports; the annual New Jersey high school principals' reports for the school years ending June, 1926 and June, 1927, respectively; the annual reports on New Jersey Secondary Education for the same years, submitted to the Commissioner of Education by the Assistant Commissioner in charge of Secondary Schools; the high school registers of Burlington and Union Counties, and the office records of students in the Moorestown High School were used by the writer as source material in conducting the present investigation into New Jersey high school eliminations. The plan for the investigation, formulated by the writer, included a two-year survey of New Jersey, a four-year survey of two individual counties, and a complete consideration of one New Jersey entering high school class.

3. *Validity of the Data*

The elimination data used in this study and the annual official reports of the high school principals are all original records sent by the individual New Jersey high schools to the Department of Public Instruction on forms supplied by the State Department. In all cases the records were approved by the high school principal, whose signature the reports bear. The school registers and the individual pupils' office cards are likewise original data.

The first seven items called for in the first year's study (1925-1926) are all such as would be on file in the office of the high school principal or in the class registers. Fairly accurate information concerning item 8, health, would be available wherever physical examinations are required of all students. While item 9, employment, and item 10, cause of leaving, are open to question, the returns reported represent the most complete and accurate information that the principals have been able to secure.

These same limitations apply to the data covering the summer drop-out and the eliminations for the first term of 1926-1927.

The data for the second term of 1926-1927 are less complete. Of the one hundred sixty-four (164) high schools in operation in New Jersey in 1926-1927, forty-nine (49), or approximately thirty per cent, elected to furnish the more detailed information called for in this last division of the study. This reduction of data together with that resulting from the sampling process has narrowed the number of pupils studied to eight hundred seventy-two (872). However, the sampling represents every type of school—in numbers, from the very small to the very large; in geographical location, from one end of New Jersey to the other, every county being represented. (See list on pages 26 and 27.)

In this last division of the state-wide study there are many gaps in the returns, evidencing a lack of official records concerning such items as nativity of parents, birthplace of pupils, extent of parents' schooling, the pupil's grade school record of progress, the pupil's intelligence quotient, etc.

4. *Important Contributions to the General Field Made by Others and Specific Contribution of the Present Study*

This is the only attempt that has been made at a state-wide survey of the situation concerning the eliminations from the public high schools of New Jersey. There have been a number of very valuable investigations of closely related problems dealing with pupils of secondary school age, outstanding among which may be mentioned "The Selective Character of American Secondary Education," by George Sylvester Counts (published by the Chicago University Press, 1922); "Our Boys" by Howard G. Burdge, a study of the 245,000 sixteen-, seventeen-, and eighteen-year old employed boys of the state of New York (published in 1921 by the J. B. Lyon Company of Albany); "Causes of the Elimination of Students in Public Secondary Schools of New York City" by Joseph King Van Denberg (published in 1911 by Teachers' College, Columbia University, Contributions to Education, No. 47); and "The Elimination of Pupils from School" (Department of the Interior, Bureau of Education, Bulletin

No. 4, 1907). The purpose of the last named is to suggest profitable statistical procedure in dealing with the elimination problem rather than to report definite data. In none of these cases, however, does the field investigated bear any close comparison with that comprising the present study.

The phenomenal growth of the American secondary schools within the last decade implies a correspondingly greater obligation on the part of school officials to study problems dealing with attendance and elimination.

The particular need of such consideration of the elimination problem in New Jersey is indicated by the statements concerning pupil retention and elimination contained in the "Report of the Commission to Survey Public Education in New Jersey," published in February, 1930. The following statements are quoted from page 90:

"An examination of the principals' reports shows that there is a heavy elimination in the first and second years of high school. Approximately half of those entering the ninth year do not remain longer than two years. There is a greater tendency to drop out in New Jersey than in the United States as a whole, the schools carrying through only 83 per cent as many of its incoming students as does the country at large."

In the final analysis, it is the individual school district that must assume the major portion of the responsibility for securing maximum educational opportunities and returns to the pupils within its jurisdiction. The Survey points out the need in no uncertain terms; the present investigation furnishes the background. If this study stimulates the New Jersey School districts that support high schools to a renewed endeavor to understand high school elimination problems and to prevent wasteful elimination, it will have accomplished its purpose.

PART I

State-wide Consideration of Elimination from New Jersey Public High Schools (September, 1925 to June, 1927)

I

Collecting the Data

1. *Data for 1925-1926*

In December, 1925, the Assistant Commissioner of Education in charge of secondary schools, Dr. Lambert L. Jackson, issued a call for a report to be made in June, 1926, by each New Jersey high school principal, supplementary to the annual high school report, furnishing certain information about the high school pupils who, during the course of that school year, should drop out of the public high schools of New Jersey.

The report called for a listing of the following items concerning each drop-out pupil: (1) sex, (2) color, (3) age last birthday, (4) date of leaving, (5) grade, (6) curriculum, (7) scholarship, (8) health, (9) employment, (10) transferred or not, (11) cause of leaving. The meaning and interpretation of these items up to and including item 5 being self-evident, no specific instructions accompanied the request for information concerning them. All high school principals were instructed as follows concerning the last six items:

"In the column headed 'Curriculum':

P Any curriculum, preparatory to college, normal school or other higher institution.

G Any general curriculum not leading to higher institutions and not specifically vocational.

C Any commercial curriculum.

I Any curriculum of Industrial, Manual or Domestic Arts, or Agriculture, not preparatory to higher institutions.

A Fine Arts, Graphic Arts.

"Under the column headed 'Health':
G Good or medium.
P Poor.
D Deceased.
"Under the column headed 'Employment':
I Industry—shop; factory; trades; agriculture, etc.
O Office employment—secretary; stenographer; bookkeeper; filing clerk; messenger, etc.
S Store clerk—salesman; collector; canvasser; waitress, etc.
M Miscellaneous. (Other jobs.)
"Under the column headed 'Cause of Leaving':
U Undesirable person—socially unfit for school.
D Discouraged by school work.
E Economic necessity—forced to support self or dependents.
I Indifferent, merely drifting; chance taker or loafer."

The following schools submitted reports:

Allentown, Asbury Park, Atlantic City, Atlantic Highlands, Bagota, Barnegat, Bayonne, Belleville, Belvidere, Bernards, Blairstown, Bloomfield, Bordentown, Bound Brook, Bridgeton, Burlington, Butler, Caldwell, Camden, Cape May, Cape May Court House, Clayton, Chatham, Cliffside Park, Clifton, Clinton, Closter, Collingswood, Cranford, Dover, Dumont, East Orange, East Rutherford, Flemington, Fort Lee, Franklin, Freehold, Frenchtown, Garfield, Glassboro, Glen Ridge, Gloucester City, Hackensack, Hackettstown, Haddonfield, Haddon Heights, Hamburg, Hammonton, Hampton, Harrison, Hasbrouck Heights, High Bridge, Hightstown, Hillside, Hoboken (A. J. Demarest High School), Hopewell Township (Shiloh), Hopewell (Mercer County), Hillside, Irvington, Jamesburg, Jersey City (Wm. L. Dickinson High School, Lincoln High School, and Henry Snyder Junior High School), Kearny, Keyport, Lakewood, Lambertville, Leonarda, Leonia, Linden, Lyndhurst, Madison, Matawan, Mays Landing, Mendham Borough, Merchantville, Metuchen, Millville, Montclair, Moorestown, Morristown, Mountain Lake, Mount Holly, Netcong, Newark (Barringer High School, Central High School, South Side High School, and Robert Treat Junior High School), New Brunswick, Downe, Neuton, North Plainfield, Nutley, Orange, Central, Palmyra, Passaic, Paterson

(Central High School and East Side High School), Paulsboro, Pemberton, Penns Grove, Perth Amboy, Phillipsburg, Pitman, Plainfield, Pleasantville, Pompton Lakes, Port Norris, Princeton, Ramsey, Red Bank, Ridgefield Park, Rockaway, Roselle, Roselle Park, Roxbury, Rumson, Rutherford, Salem, Somerville, South Amboy, South Orange, South River, Summit, Sussex, Swedesboro, Tenafly, Trenton (Senior High School, Junior High Schools No. 1, No. 2, and No. 3, Tuckerton, Union, Union Hill, Union City (Emerson High School), Vineland, Washington (Warren County), Washington (Long Valley High School, Morris County), Westfield, West Orange, Wharton, Wildwood, Woodbine, Woodbridge, Woodbury, Wood Ridge, and Woodstown.

A preliminary survey of the resultant findings demonstrated at once the need for further information if the study was to be of any considerable value. Obviously such a study confined to one particular school year might not present a true picture of the situation, as conditions peculiar to the particular year studied might have influenced the trends observed.

2. *Data for Summer Drop-Out*

In response to a request for more data, the Assistant Commissioner of Education issued a second call for information concerning the New Jersey high school eliminations.

Concerning the undergraduate pupils who failed to return to school after the summer vacation (September, 1926) the following items were requested: (1) sex, (2) color, (3) age (as of September, 1926), (4) grade in which pupil was enrolled the preceding year, (5) scholastic rating (P-promoted, F-failed, C-conditioned), (6) transferred or not. The returns did not include pupils who had the previous year been enrolled in the eighth grade.

3. *Data for First Term of 1926-1927*

Concerning the undergraduate pupils who left during the first term of the school year 1926-1927 (from September 1 to February 1) the following items were requested: (1) sex, (2)

color, (3) age, (4) date of birth, (5) grade, (6) curriculum, (7) scholarship, (8) transferred or not, (9) cause of leaving.

In recording curriculum, the same divisions were to be observed as in the previous year's study. A footnote furnished the following instruction with regard to the scholarship item: "Record number of major subjects passed or failed. A major subject is any subject requiring at least four prepared recitations per week. Count a half-year subject one-half." Under "cause of leaving" the pupil's own statement was to be recorded if that were available; otherwise, the school's statement was to be recorded if the pupil's reason for leaving were known.

4. *Data for Second Term of 1926-1927*

The request for information concerning the summer drop-out and the first term's drop-out (1926-1927) was addressed to all the New Jersey high schools in the fall of 1926. In January, 1927, the Assistant Commissioner of Education called for volunteers to furnish much more detailed information concerning a random sampling of the pupils who should leave between February 1 and June 30, 1927. Schools having a small number of drop-outs were requested to report on all their eliminations; schools having a large number of drop-outs were to report on a random sampling. The Assistant Commissioner suggested that large schools report on one-fifth of their drop-outs, selecting for the purpose every fifth name from an alphabetical arrangement of the names of all drop-outs, or every fifth case according to the time of dropping out.

The following set of instructions, which was formulated by the writer and sent by the State Department to every New Jersey high school principal, will indicate the scope of the 1926-1927 second term's study:

DROP-OUTS OF UNDERGRADUATES IN NEW JERSEY HIGH SCHOOLS

February 1 to June 30, 1927

In this report of drop-outs do not include:

1. Post-graduates.
2. Students who completed their work in the course of the year and were entitled to graduation.
3. Students who, after an absence, returned to school.

In supplying information concerning drop-outs from New Jersey high schools (February 1 to June 30, 1927), please observe the following directions with regard to the various items of the tabulation:

1. Sex—Indicate boy by B, girl by G.
2. Color—Indicate white by W, black by B. In any case that does not belong to either classification, write in the necessary word; e.g., Jap., Indian, etc.
3. Age—Give age at opening of school this year *as recorded in register.*
4. Date of Birth—Time of birth.
5. Place of Birth—Indicate whether child was born in United States or in a foreign country. If born in United States, mark U. S. If born in a foreign country, write in name of country.
6. If child was born in a foreign country, how old was he when he came to the United States?

7–8. Place of Birth (Father and Mother)—Write out name of country in which parent was born.

9. Occupation of Father.
10. Occupation of mother (if gainfully employed).

11–12. Highest Schooling of Father and Mother—Give as accurately as possible, statement as to extent of parents' formal education. Name the last educational institution attended, and state the extent of the parent's progress in that institution.

13. Under T. (Transferred to another school) indicate whether school to which pupil was transferred was public or private. If public, indicate it by Pub.; if private, use symbol Pr.

14. If the pupil entered your school transferred from another school later than the opening day of school, 1926, indicate whether he was received from a school within the State of New Jersey or outside the State. In the former case, mark I (inside); in the latter case, mark O (outside).
15. Did pupil enter school *later* this year than the opening day of school? Mark Yes or No.
16. If so, give exact date of entrance.
17. Give exact date of leaving.
18. Number of times tardy (as indicated in school register) between date of entering school this school year and date of leaving school.
19. Number of days absent. Give exact number of days absent between date of entering school this year and date of leaving school.
20. Grade—State grade (9, 10, 11, or 12) in which pupil was classified at time of leaving school.
21. Curriculum—Mark *P*, any curriculum preparatory to college, normal school, or other higher institutions, other than commercial colleges.

    Mark *G*, any general curriculum not leading to higher institutions and not specifically vocational. Mark *C*, any commercial curriculum. *Mark I*, any curriculum of Industrial, Manual or Domestic Arts, or Agriculture. Mark *A*, Fine Arts or Graphic Arts.
22. Health—Indicate by *P* if pupil was noticeably poor in health, such poor health as to cause him to leave school. Indicate by *D* if pupil is deceased. In other cases, mark *S*—Satisfactory.
23. Scholarship—Record number of "major subjects" passed or failed.

    Major subject is any subject requiring at least four prepared recitations per week. Count a half-year subject one-half.
24. Employment—Was employment obtained on pupil's leaving school? Mark *Yes* or *No.*
25. Transported—Was pupil a transported pupil (as indicated in register)?
26. How far each way? If pupil was transported, indicate how far from school he lived.
27. Did his transportation have anything to do with his leaving school? Answer *Yes* or *No.*
28. I. Q.—Intelligence Quotient. Give I. Q. obtained by use of intelligence tests. What test was used? Give date of the test.
29. M. A.—Mental Age. Give M. A. obtained by use of intelligence tests. Give date of each test.
30. Has the pupil failed at least one subject in high school? Answer *Yes* or *No.*
31. Has the pupil during this school year played on a varsity athletic team? If so, write in the name of the team.

32. Has the pupil during this school year played on a class athletic team? Answer *Yes* or *No.*
33. Did the pupil excel in any particular line of either scholastic or extra-curricular activity? If so, what?
34. In the grades below the ninth, did the pupil skip any grades? If so which?
35. Has the pupil ever repeated any grade? If so, which?
36. While in school this school year, had the pupil any regular employment for which he received pay?
37. How much time (in clock hours) did the pupil spend working for an employer, or in "chores" at home? (per day).
38. Reasons for leaving—Give the child's own statement with regard to his reason for leaving. If that is not available, and reason is definitely known, state reason. If pupil was suspended and failed to return to school at expiration of suspension period, or if pupil was expelled, state cause of suspension or expulsion.

The data made available through these four reports to the New Jersey State Department of Public Instruction have been tabulated under the personal supervision of the writer, with the exception of the statistical computations based on the returns for the second term of the school year 1926-1927, in which case the work has been done by the statistical service department of one of the business service corporations.

Reports concerning the summer drop-out were received from the following schools:

Allentown, Atlantic Highlands, Belleville, Bernards, Bordentown, Bound Brook, Burlington, Camden, Cape May, Cliffside Park, Clinton, Closter, Collingswood, Cranford, Dumont, East Orange, Elizabeth (Battin High School), Glassboro, Glen Ridge, Gloucester, Hackensack, Hackettstown, Haddonfield, Haddon Heights, Hammonton, High Bridge, Hightstown, Hillside, Irvington, Jamesburg, Jersey City (Lincoln High School), Kearny, Lakewood, Lambertville, Lincoln (Rockaway Borough), Leonia, Linden, Lyndhurst, Madison, Manasquan, Matawan, Metuchen, Middletown Township, Millville, Montclair, Moorestown, Morristown, Mount Holly, Newark (Barringer High School and Central High School), New Brunswick, Newport, Newton, North Plainfield, Nutley, Orange, Oxford, Palmyra,

Park Ridge, Passaic, Paterson (Central High School and East Side High School), Paulsboro, Pemberton, Perth Amboy, Pitman, Pleasantville, Point Pleasant, Port Norris, Princeton, Ramsey, Roselle, Roxbury, Rutherford, East Rutherford, Salem, Somerville, South Amboy, South Orange, South River, Summit, Swedesboro, Tenafly, Tuckerton, Vineland, Washington (Overpecke), Westfield, West New York, West Orange, Wharton, Woodbine, and Woodbridge.

Returns covering the drop-out for the first term of 1926-1927 were received from the following schools: Allentown, Asbury Park, Atlantic City, Atlantic Highlands, Barnegat, Belleville, Belvidere, Bernards, Blairstown, Bordentown, Bound Brook, Burlington, Butler, Caldwell, Camden, Cape May, Carteret, Chatham, Cliffside Park, Clinton, Closter, Collingswood, Cranford, Dumont, East Orange, East Rutherford, Elizabeth (Battin High School), Frenchtown, Glassboro, Glen Ridge, Gloucester, Hackensack, Hackettstown, Haddonfield, Haddon Heights, Hammonton, High Bridge, Hightstown, Hillside, Hoboken (A. J. Demarest High School) Hopewell, Irvington, Jamesburg, Jersey City (Lincoln High School), Kearny, Lakewood, Lambertville, Leonia, Linden, Lyndhurst, Madison, Matawan, Manasquan, Merchantville, Metuchen, Middletown Township, Millville, Moorestown, Morristown, Mount Holly, Newark (Barringer High School, Central High School, and Eastside High School), Paulsboro, Pemberton, Perth Amboy, Pitman, Plainfield, Pleasantville, Point Pleasant, Port Norris, Princeton, Rahway, Ramsey, Ridgefield Park (Washington High School), Rockaway, Roselle, Roxbury, Salem, Somerville, South Amboy, South Orange, South River, Summit, Swedesboro, Tenafly, Tuckerton, Vineland, Westfield, West Orange, West New York, Wharton, Wildwood, Woodbine, and Woodbridge.

The following schools submitted the more detailed data called for in the second term's study for 1926-1927: Allentown, Barnegat, Blairstown, Bloomfield, Bordentown, Chatham, Cliffside Park, Cranford, Elizabeth (Battin High School), Hackettstown, Haddon Heights, Hammonton, Hampton, Hightstown, Hillside, Hoboken (A. J. Demarest High School), Jersey City (Lincoln High School), Linden, Matawan, Mays Landing,

Mendham, Merchantville, Millville, Montclair, Moorestown, Morristown, Newark (Central High School), Newport, Newton, North Plainfield, Nutley, Paterson (Central High School and Eastside High School), Paulsboro, Port Norris, Princeton, Roxbury, Somerville, South Orange, South River, Summit, Trenton, Westfield, West Orange, West New York, Woodbine, Woodbridge, Woodbury, and Woodstown.

II

The Extent of the Elimination During the School Year 1925-1926

Out of a total of 165 schools, 140 made complete returns; 25 either did not report at all or sent in such incomplete returns that they could not be used.

The one hundred forty (140) schools reporting for the entire school year 1925-1926 recorded an aggregate elimination of ten thousand one hundred eighty-four (10,184) pupils out of a total registration in these schools of seventy-two thousand one hundred thirty-one (72,131), or 14.12 per cent of the enrollment. Two schools, having a total registration of two thousand two hundred thirty-seven (2237) pupils and five thousand fifty-nine (5059) pupils respectively, reported the drop-out for the second term only, and are therefore not included among the one hundred forty (140) schools listed. The twenty-three schools that did not submit elimination reports represent a total registration of eleven thousand six hundred eighty-nine (11,689) pupils.

1. *Variation with Regard to Extent of Elimination within the Individual Schools*

The extent of elimination in the individual schools for 1925-1926 varied from zero to 28.94 per cent of the school registration, the median percentage of elimination falling at 12.87 per cent.

Table I lists the schools reporting for 1925-1926 in serial arrangement according to the magnitude of the percentage of elimination within the individual schools. The table should be read thus: The Mountain Lake High School, of Mountain Lake Borough school district, in the County of Morris, having a total high school registration of sixteen pupils, suffered no elimination; hence, its percentage of elimination is 0%. Of the total registration in all the schools of the district, 274, the high school registration furnished 16 pupils, or 5.84%. The school is a one-year high school. No pupils from outside school districts were enrolled in the Mountain Lake High School in 1925-1926.

The reader should guard against the assumption that the percentage of elimination of any given school is to be taken as an index of the success of the school in holding its pupils.

Mountain Lake, for example, is recorded in the table as having no drop-out. The school is a one-year high school. The pupils from Mountain Lake, therefore, are sent to some other New Jersey high school for their last three years of high school work. If the tuition pupils from Mountain Lake left school during the course of the year 1925-1926, their withdrawal was charged up to the receiving instead of the sending school.

Many factors, largely indeterminate, must be considered in estimating the holding-power of a given school; for example, the convenience of location of the school for the districts contributing to the high school enrollment, the cultural and economic level of the people residing within the school district, the local influences at work to entice pupils away from school, homogeneity of nationality, etc. Such factors, while largely subjective, are, nevertheless, of vital importance.

Situated in an industrial district, where the people constituting the clientele of the school regard children as an asset only when they are contributing to the family earnings, a school with a twenty per cent elimination may have made a more noteworthy contribution in preventing needless elimination from school than another more favorably situated school with a relatively much smaller drop-out.

Thus, it will be seen that the figures arrayed must be interpreted by each school district in the light of facts that are not here recorded but that are familiar to the individual school districts.

TABLE I

EXTENT OF ELIMINATION WITHIN 140 NEW JERSEY HIGH SCHOOLS (1925–1926)

SCHOOL	DISTRICT	COUNTY	TOTAL HIGH SCHOOL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION	TOTAL REGISTRATION IN ALL SCHOOLS OF DISTRICT	RATIO OF H. S. REGISTRATION TO TOTAL REGISTRATION	NO. TUITION PUPILS IN H. S.
1. Mountain Lake	Mountain Lake Borough	Morris	16	0	0	274	5.84 (1 yr.)	0
2. Hopewell	Hopewell Twp.	Mercer	136	2	1.47	.....	.....	0
3. Glen Ridge	Glen Ridge	Essex	254	6	2.36	1150	22.08	6
4. Long Valley	Washington	Morris	38	1	2.63	365	10.41 (3 yrs.)	0
5. Woodbine	Woodbine	Cape May	97	3	3.09	....	.....	2
6. Franklin Jr. High	Franklin	Sussex	40	2	5.00	1190	3.36 (1 yr.)	2
7. Netcong	Netcong	Morris	89	5	5.61	480	18.54	58
8. Belvidere	Belvidere	Warren	165	10	6.06	465	35.48	109
9. Asbury Park	Asbury Park	Monmouth	924	62	6.71	3420	27.02	404
10. High Bridge	High Bridge	Hunterdon	130	9	6.92	467	27.83	72
11. South Orange (Columbia Jr. and Sr. and Ricalton Jr.)	South Orange	Essex	934	67	7.17	4422	21.12	27
12. Hasbrouck Heights	Hasbrouck Heights	Bergen	208	15	7.21	1031	20.17	35
13. Hammonton	Hammonton	Atlantic	345	25	7.24	1968	17.53	0
14. Roxbury	Roxbury	Morris	173	13	7.51	975	17.75	74
15. Fort Lee	Fort Lee	Bergen	184	14	7.60	1590	11.57	3
16. North Plainfield	North Plainfield	Somerset	277	22	7.94	....	.....	48
17. Chatham		Morris	159	13	8.17	650	24.46	14
18. Closter	No. 1	Bergen	110	9	8.18	565	19.47	38
19. Hopewell Twp. (Shiloh)	Hopewell	Cumberland	107	9	8.41	490	21.83	48
20. Flemington	Flemington	Hunterdon	380	32	8.42	924	41.12	261
21. Red Bank	Red Bank	Monmouth	599	54	9.01	2390	25.06	258

TABLE I—(*Continued*)

SCHOOL	DISTRICT	COUNTY	TOTAL HIGH SCHOOL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION	TOTAL REGISTRATION IN ALL SCHOOLS OF DISTRICT	RATIO OF H. S. REGISTRATION TO TOTAL REGISTRATION	NO. TUITION PUPILS IN H. S.
22. Rockaway	Rockaway	Morris	142	13	9.15	760	18.68	63
23. Swedesboro	Swedesboro	Gloucester	120	11	9.16	...	.....	...
24. Port Norris	Commercial	Cumberland	86	8	9.30	535	16.07	9
25. Pitman	Pitman	Gloucester	253	24	9.48	...	.....	44
26. Perth Amboy	Perth Amboy	Middlesex	1074	102	9.49	...	.....	25
27. Blairstown	Blairstown	Warren	52	5	9.61	293	17.74	35
28. Mt. Holly	Northampton	Burlington	300	30	10.00	1338	22.42	139
29. Washington	Overpecke	Bergen	407	41	10.07	1999	20.36	0
30. Hackettstown	Hackettstown	Warren	208	21	10.09	783	26.56	92
31. Lambertville	Lambertville	Hunterdon	287	29	10.10	1002	28.65	143
32. Ramsey	Ramsey	Bergen	306	31	10.13	817	37.45	180
33. Tuckerton	Tuckerton	Ocean	108	11	10.18	328	32.92	38
34. Metuchen	Metuchen	Middlesex	156	16	10.25	...	.....	24
35. Hamburg	Hamburg	Sussex	146	15	10.27	438	33.33	102
36. A. J. Demarest	Hoboken	Hudson	1181	122	10.33	...	.....	37
37. Dover	Dover	Morris	443	46	10.38	2201	20.12	125
38. Matawan	Matawan	Monmouth	163	17	10.42	952	17.12	40
39. Morristown	Morristown	Morris	689	72	10.44	2279	30.23	292
40. Hillside	Hillside	Union	292	31	10.61	2703	10.80	0
41. Pompton Lakes Jr.	Pompton Lakes	Passaic	37	4	10.81	702	5.27 (1 yr.)	...
42. Freehold	Freehold	Monmouth	402	44	10.94	1402	28.67	227
43. Bloomfield	Bloomfield	Essex	862	95	11.02	5655	15.24	50
44. Glassboro	Glassboro	Gloucester	381	42	11.02	1306	29.17	218
45. Rutherford		Bergen	498	55	11.04	...	.....	60
46. South Side	Newark	Essex	2174	243	11.17	...	.....	11
47. Dumont	Dumont	Bergen	236	27	11.44	1108	21.29	125

TABLE I—(*Continued*)

SCHOOL	DISTRICT	COUNTY	TOTAL HIGH SCHOOL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION	TOTAL REGISTRATION IN ALL SCHOOLS OF DISTRICT	RATIO OF H. S. REGISTRATION TO TOTAL REGISTRATION	NO. TUITION PUPILS IN H. S.
48. Wharton	Wharton	Morris	122	14	11.47	721	16.92	43
49. Summit	Summit	Union	515	60	11.65	2219	23.20	123
50. Bayonne	Bayonne	Hudson	1391	163	11.71	16096*		...
51. Pemberton	Pemberton	Burlington	179	21	11.73	502	35.65	135
52. Madison	Madison	Morris	289	34	11.76	1039	27.81	66
53. Bridgeton	Bridgeton	Cumberland	855	101	11.81	...	.....	359
54. Central	Newark	Essex	3374	400	11.85	..	.....	8
55. Clinton	Clinton	Hunterdon	118	14	11.86	...	.....	83
56. Cliffside Park	Cliffside Park	Bergen	386	46	11.91	2440	15.82	96
57. Vineland	Landis	Cumberland	722	86	11.91	3992	18.08	122
58. Leonia	Leonia	Bergen	600	72	12.00	1457	41.18	
59. Cranford	Cranford	Union	283	34	12.01	...	.....	0
60. Nutley	Nutley	Essex	538	65	12.08	3859	13.94	4
61. Salem	Salem	Salem	439	54	12.30	1976	22.21	169
62. Barnegat	Union Twp.	Ocean	81	10	12.34	262	30.91	55
63. Woodbridge	Woodbridge	Middlesex	419	52	12.41	5356	7.82	1
64. Woodstown	Pilesgrove	Salem	288	36	12.50	945	30.47	133
65. Bagota	Bagota	Bergen	336	42	12.50	1511	22.23	94
66. Hampton	Hampton	Hunterdon	80	10	12.50	288	27.77	52
67. Plainfield	Plainfield	Union	1143	143	12.51	6652	17.18	269
68. Princeton	Princeton	Mercer	413	52	12.59	1213	34.04	231
69. Trenton Sr.	Trenton	Mercer	1157	148	12.79	19937*		247
70. Somerville	Somerville	Somerset	460	59	12.82	1815	25.34	253
71. Emerson	Union City	Hudson	798	103	12.90	...	.....	151
72. East Rutherford	East Rutherford	Bergen	333	43	12.91	1698	19.61	171
73. Atlantic Highlands	Atlantic Highlands	Monmouth	100	13	13.00	339	29.49	14

* City school systems, which are incomplete without ninth grade enrollment from all city schools.

TABLE I—(*Continued*)

SCHOOL	DISTRICT	COUNTY	TOTAL HIGH SCHOOL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION	TOTAL REGISTRATION IN ALL SCHOOLS OF DISTRICT	RATIO OF H. S. REGISTRATION TO TOTAL REGISTRATION	NO. TUITION PUPILS IN H. S.
74. Montclair	Montclair	Essex	1291	168	13.01	7043	18.33	190
75. Moorestown	Moorestown	Burlington	399	52	13.03	1647	24.22	210
76. Burlington	Burlington	Burlington	520	68	13.07	...	.....	327
77. Trenton Jr. No. 2	Trenton	Mercer	367	48	13.08	19937*		0
78. Linden	Linden	Union	368	49	13.31	4621	7.96	2
79. East Orange	East Orange	Essex	2010	262	13.34	9393	21.39	12
80. Roselle	Roselle	Union	334	45	13.47	2234	14.95	1
81. Tenafly	Tenafly	Bergen	430	58	13.48	1091	39.41	255
82. Bound Brook	Bound Brood	Somerset	428	58	13.55	1649	25.95	260
83. Garfield	Garfield	Bergen	566	77	13.60	...	.....	138
84. Palmyra	Palmyra	Burlington	426	58	13.61	1362	31.28	251
85. Phillipsburg	Phillipsburg	Warren	594	81	13.63	...	.....	178
86. Merchantville	Merchantville	Camden	80	11	13.75	490	16.32 (2 yrs.)	10
87. Jamesburg	Jamesburg	Middlesex	87	12	13.79	708	12.28	41
88. Haddonfield	Haddonfield	Camden	442	61	13.80	1691	26.14	139
89. Middletown Twp.	Leonarda	Monmouth	404	57	14.10	...	.....	107
90. New Brunswick Jr. and Sr.	New Brunswick	Middlesex	1116	158	14.15	6683	16.69	615
91. Hightstown	East Windsor	Mercer	204	29	14.21	861	23.69	100
92. Butler	Butler	Morris	449	64	14.25	881	50.96	355
93. Westfield	Westfield	Union	616	88	14.28	...	.....	101
94. West Orange	West Orange	Essex	531	77	14.50	...	.....	75
95. Gloucester	Gloucester City	Camden	220	32	14.54	1816	12.11	12
96. Passaic	Passaic	Passaic	1873	274	14.62	13326*		0

* City school systems, which are incomplete without ninth grade enrollment from all city schools.

TABLE I—(*Continued*)

SCHOOL	DISTRICT	COUNTY	TOTAL HIGH SCHOOL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION	TOTAL REGISTRATION IN ALL SCHOOLS OF DISTRICT	RATIO OF H. S. REGISTRATION TO TOTAL REGISTRATION	NO. TUITION PUPILS IN H. S.
97. Millville	Millville	Cumberland	676	99	14.64	...	.....	77
98. Newport	Downe	Cumberland	34	5	14.70	350	9.71 (3 yrs.)	0
99. Haddon Heights	Haddon Heights	Camden	630	95	15.07	...	.....	443
100. Clayton	Clayton	Gloucester	144	22	15 27	619	23.26	49
101. Woodbury	Woodbury	Gloucester	777	119	15.31	1874	41.46	498
102. Penns Grove	Penns Grove	Salem	298	46	15.43	1286	23.17	145
103. Wildwood	Wildwood	Cape May	290	45	15.51	1696	17.09	101
104. Bernards	Bernards	Somerset	245	38	15.51	1080	22.68	92
105. Newton	Newton	Sussex	438	68	15.52	1281	34.19	220
106. Belleville	Belleville	Essex	545	85	15.59	4982	10.94	7
107. Frenchtown	Frenchtown	Hunterdon	32	5	15.62	...	.....	0
108. South River	South River	Middlesex	288	45	15.62	2079	13.85	126
109. Caldwell	Caldwell	Essex	371	58	15.63	1464	25.34	133
110. Hackensack	Hackensack	Bergen	1101	173	15.71	...	.....	409
111. Orange	Orange City	Essex	947	149	15.73	6735	14.06	15
112. Rumson	Rumson	Monmouth	38	6	15.79	...	.....	0
113. Union	Union Twp.	Union	145	23	15.86	2002	7.24	0
114. Allentown	Upper Freehold	Monmouth	88	14	15.90	652	13.49	32
115. Atlantic City	Atlantic City	Atlantic	2064	337	16.32	11753*		430
116. Collingswood	Collingswood	Camden	914	151	16.52	2629	34.76	457
117. Camden Sr.	Camden	Camden	1633	275	16.84	22156*		236
118. South Amboy	South Amboy	Middlesex	117	20	17.09	954	12.26	21
119. Sussex	Sussex	Sussex	116	20	17.24	496	23.38	71
120. Pleasantville	Pleasantville	Atlantic	298	52	17.45	2558	11.65	41
121. Paulsboro	Paulsboro	Gloucester	237	42	17.72	1536	15.43	86

* City school systems, which are incomplete without ninth grade enrollment from all city schools.

TABLE I—(*Continued*)

SCHOOL	DISTRICT	COUNTY	TOTAL HIGH SCHOOL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION	TOTAL REGISTRATION IN ALL SCHOOLS OF DISTRICT	RATIO OF H. S. REGISTRATION TO TOTAL REGISTRATION	NO. TUITION PUPILS IN H. S.
122. Trenton Jr. No. 1	Trenton	Mercer	410	73	17.80	19937*		5
123. Cape May	Cape May	Cape May	145	26	17.93	536	27.05	73
124. Union Hill	Union City	Hudson	1235	231	18.70	11158	11.06	827
125. Kearney	Kearney	Hudson	1128	204	18.08	...	.....	257
126. Bordentown	Bordentown	Burlington	202	37	18.31	935	21.60	65
127. Trenton Jr. No. 3	Trenton	Mercer	1305	240	18.39	19937*		427
128. Roselle Park	Roselle Park	Union	445	82	18.42	1866	23.84	166
129. Irvington	Irvington	Essex	1112	205	18.43	...	.....	12
130. Barringer, Newark	Newark	Essex	2237	423	18.90	...	.....	...
131. Harrison	Harrison	Hudson	240	46	19.16	2316	10.36	35
132. Washington	Washington Borough	Warren	120	23	19.16	803	14.94	35
133. Mendham Borough		Morris	41	8	19.51	226	18.14 (3 yrs.)	5
134. Clifton	Clifton	Passaic	1114	218	19.56	8508	13.09	0
135. Lincoln	Jersey City	Hudson	1971	426	21.61	...	.....	0
136. Cape May Court House	Cape May	Cape May	162	36	22.22	804	20.14	40
137. Mays Landing	Hamilton	Atlantic	58	14	24.13	691	8.39	4
138. Lyndhurst	Lyndhurst	Bergen	82	20	24.39	...	.....	0
139. East Side	Paterson	Passaic	2078	579	27.86	25656*		148
140. Central	Oxford	Warren	38	11	28.94	460	8.26	0

* City school systems, which are incomplete without ninth grade enrollment from all city schools.

NOTE: The William L. Dickinson High School of Jersey City and the Central High School of Paterson submitted reports covering the period from January to June, 1926, only. They are therefore not included in this list.

The trend revealed by the table is made clearer by Chart 1 (page 37), which indicates that 4 schools had less than 5% of elimination, 22 schools had an elimination of from 5% to 9.99%, 71 schools suffered a loss of from 10% to 14.99% of the enrollment, 36 schools had a 15% to 19.99% elimination, 4 schools had a 20%–24.99% drop-out, while only 2 schools suffered a loss of more than 25 % of the enrollment.

The 10%–14.99% elimination group of schools includes both the median (12.87%) and the mode.

Variation within 140 Schools of Extent of Elimination within the Four High School Grades (1925-1926)

The relative proportion of eliminated pupils attributable, respectively, to the four high school grades regarded as separate units shows, both for the state as a whole and for Burlington and Union counties, the following distribution—ninth grade, 44; tenth grade, 32; eleventh grade, 17; twelfth grade, 7 (see Part I, Chapter VII and Part II).

Within the individual schools the variation from the pattern established by the larger units is most pronounced, as Table II will specify. The table should be read thus: From the Allentown High School fourteen pupils were eliminated during the school year 1925-1926. Of that number 35.71% of the elimination was attributable to the ninth grade; 57.14% to the tenth grade; none to the eleventh grade, and 7.14% to the twelfth grade. Of the total enrollment of ninth grade boys 27.27% left during the course of the year, whereas 10.52% of the ninth grade girls left. There left the tenth grade 58.33% of the boys and 6.25% of the girls. No pupils dropped out of the eleventh grade. Twenty-five per cent of the twelfth grade boys and none of the twelfth grade girls left. Of the total enrollment of boys for the four grades combined 31.43% left; 5.66% of the total enrollment of girls left.

CHART 1

Number of Schools Reporting Less than 5 Per Cent, 5–10 Per Cent, 10–15 Per Cent, 15–20 Per Cent, 20–25 Per Cent, and 25–30 Per Cent Elimination

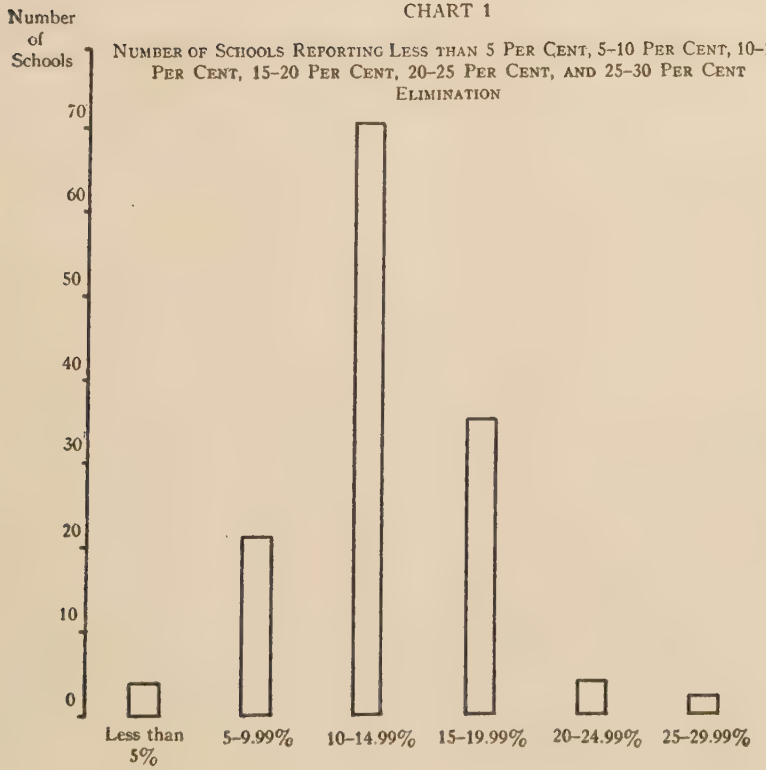

TABLE II

Variation in 138 Schools of Extent of Elimination Within the Four High School Grades (1925–1926)

School	No. pupils eliminated	Percentage of total elimination attributable to each of the 4 grades				Percentage of total male and female registration eliminated from each of 4 grades								Total	
		9th	10th	11th	12th	9th		10th		11th		12th			
						Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Allentown	14	35.71	57.14	0.00	7.14	27.27	10.52	58.33	6.25	0	0	25.00	0	31.43	5.66
2. Asbury Park	62	32.26	24.19	29.03	14.51	8.57	6.16	7.82	4.69	9.52	6.90	3.81	5.88	7 53	5.88
3. Atlantic City	337	43.92	31.75	19.88	4.45	20.85	18.51	16.04	18.92	17.70	15.42	7.58	3.10	16.96	15.67
4. Atlantic Highlands	13	46.15	23.07	30.77	0.00	13.33	18.18	5.88	15.38	12.50	23.08	0.00	0.00	9.09	16.07
5. Bagota	42	42.85	40.48	16.66	.....	11.90	8.79	18.36	19.51	7.69	12.50	.....	.....	12.79	12.35
6. Barnegat	10	70.00	20.00	0.00	10.00	25.00	20.00	0.00	16.67	0.00	0.00	0.00	14.28	10.00	13.73
7. Bayonne	163	.....	63.19	33.12	3.68	.....	.....	21.28	15.58	13.99	12.50	2.05	1.75	13.35	10.18
8. Belleville	85	45.88	29.41	18.83	5.88	17.70	15.45	21.88	15.94	23.08	17.95	6.25	4.00	17.43	13.88
9. Belvidere	10	20.00	40.00	30.00	10.00	0.00	5.88	7.69	14.28	17.64	0.00	12.50	0.00	8.07	4.85
10. Bernard	38	52.63	15.80	23.68	7.89	19.44	19.70	3.12	17.24	17.24	17.39	0.00	16.67	11.92	18.38
11. Blairstown	5	40.00	0.00	60.00	0.00	33.33	0.00	0.00	0.00	0.00	27.27	0.00	0.00	10.00	9.38
12. Bloomfield	95	47.37	34.74	16.84	1.05	16.40	17.77	18.03	9.32	11.36	6.52	0.00	1.07	12.50	9.59
13. Bordentown	37	54.05	35.13	5.41	5.41	37.84	16.67	40.91	11.77	5.00	4.35	10.00	5.00	28.09	10.62
14. Bound Brook	58	62.07	17.24	18.96	1.72	18.33	16.84	12.28	7.90	25.00	7.69	0.00	3.03	15.70	11.22
15. Bridgeton	101	52.47	25.74	14.85	6.93	24.63	14.79	14.00	9.09	13.04	2.75	9.68	1.13	16.67	7.86
16. Burlington	68	52.94	26.47	14.70	5.88	18.00	16.67	17.14	8.00	14.28	7.40	5.40	5.88	15.26	11.07
17. Butler	64	39.06	37.50	20.31	3.12	29.50	8.53	23.17	7.57	15.80	10.60	12.50	0.00	22.84	7.54
18. Caldwell	58	50.00	32.76	13.79	3.45	26.76	15.38	17.77	16.92	2.56	14.89	10.00	0.00	17.15	14.28
19. Camden	275	11.63	68.72	17.45	2.18	45.00	48.28	17.37	21.92	14.29	12.93	2.58	2.30	15.99	17.63
20. Cape May	26	42.31	23.07	26.92	7.69	27.77	18.75	12.50	19.05	20.00	33.33	13.33	0.00	18.75	17.28
21. Court House	36	38.90	44.44	11.11	5.55	24.39	12.12	47.83	22.72	27.27	11.11	14.28	6.25	30.49	13.75
22. Clayton	22	50.00	13.63	22.73	13.64	28.57	29.41	10.00	4.35	22.22	10.00	13.04	0.00	18.29	11.29
23. Chatham	13	30.77	46.15	15.39	7.69	7.14	6.66	6.66	13.80	10.00	7.14	8.33	0.00	7.50	8.86
24. Cliffside Park	46	54.35	23.92	13.04	8.69	17.39	9.78	2.77	25.00	4.35	12.50	6.06	6.67	10.87	12.87
25. Clifton	218	34.40	39.91	17.43	8.26	16.23	12.55	48.60	17.68	22.22	31.58	12.50	12.50	22.84	16.31

TABLE II—(*Continued*)

SCHOOL	NO. PUPILS ELIMINATED	PERCENTAGE OF TOTAL ELIMINATION ATTRIBUTABLE TO EACH OF THE 4 GRADES				PERCENTAGE OF TOTAL MALE AND FEMALE REGISTRATION ELIMINATED FROM EACH OF 4 GRADES								TOTAL	
		9TH	10TH	11TH	12TH	9TH		10TH		11TH		12TH			
						BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
26. Clinton	14	35.71	28.57	21.43	14.28	7.69	20.00	13.33	15.38	28.57	5.00	12.50	7.14	12.50	11.29
27. Closter	9	55.55	11.11	33.33	0.00	7.14	15.79	7.14	0.00	27.27	0.00	0.00	0.00	10.00	6.00
28. Collingswood	151	45.69	33.11	18.55	2.65	26.25	12.35	22.38	15.38	16.86	17.07	3.27	2.98	20.35	12.69
29. Cranford	34	58.82	23.53	14.70	2.94	25.49	12.06	21.87	2.78	3.57	10.25	0.00	4.34	16.54	8.34
30. Dover	46	30.43	30.43	34.78	4.35	10.84	5.88	16.06	11.91	18.03	11.11	5.88	0.00	13.25	7.18
31. Dumont	27	55.55	40.74	3.71	0.00	13.33	13.46	10.35	25.92	0.00	4.55	0.00	5.00	9.57	13.22
32. East Orange	262	40.08	29.39	20.99	9.54	16.95	12.27	13.82	16.35	15.03	13.00	9.77	3.79	14.46	11.72
33. East Rutherford	43	72.09	23.25	2.32	2.32	16.49	18.51	14.28	11.11	0.00	4.54	0.00	9.09	12.07	13.84
34. Flemington	32	46.87	25.00	28.12	0.00	15.94	5.97	16.66	1.72	16.13	7.27	0.00	0.0	14.11	4.15
35. Fort Lee	14	42.86	42.86	14.28	0.00	6.52	10.35	20.00	6.90	8.33	5.00	0.00	0.0	8.70	6.52
36. Franklin Jr.	2	100.00	.....	.....	.....	6.67	4.00	.....	.....	.....	.....	.....	.....	6.67	4.00
37. Freehold	44	36.36	36.36	27.27	0.00	11.11	15.87	16.98	11.66	6.97	15.52	0.00	0.0	9.48	12.26
38. Frenchtown	5	80.00	20.00	.....	.....	42.85	7.14	0.00	14.28	.....	.....	.....	.....	27.27	9.52
39. Garfield	77	83.11	6.49	1.29	9.09	24.00	23.53	3.53	3.03	3.23	0.00	15.00	2.63	15.03	11.93
40. Glassboro	42	38.09	35.72	19.05	7.14	18.03	8.93	11.42	11.86	13.51	6.81	4.17	6.66	13.02	8.99
41. Glen Ridge	86	0.00	33.33	50.00	16.66	0.00	0.00	4.77	0.00	5.55	8.00	0.00	6.25	2.50	2.24
42. Gloucester	32	59.37	18.75	18.75	3.12	21.02	10.71	16.66	6.89	22.22	10.52	0.00	5.00	21.88	8.87
43. Hackensack	173	49.71	28.33	15.03	6.93	21.96	14.57	18.12	19.30	14.29	14.13	6.32	6.06	17.28	13.89
44. Hackettstown	21	38.09	33.33	23.80	4.76	15.38	7.69	16.66	10.00	16.13	0.00	5.88	0.00	14.53	4.40
45. Haddonfield	61	34.42	27.87	27.87	9.83	11.26	18.84	14.54	14.51	20.83	12.28	3.12	10.41	13.11	14.40
46. Haddon Heights	95	50.52	24.21	17.89	7.37	19.62	21.60	12.00	14.58	23.81	15.22	7.58	2.74	15.52	14.71
47. Hamburg	15	26.67	53.33	6.67	13.33	0.00	16.67	29.41	11.54	14.29	0.00	33.33	0.00	16.67	7.14
48. Hammonton	25	60.00	24.00	12.00	4.00	10.60	13.79	8.51	5.40	2.12	6.66	0.00	3.33	6.32	8.39
49. Hampton	10	80.00	10.00	10.00	0.00	29.41	13.04	0.00	12.50	0.00	11.11	0.00	0.00	15.15	10.64
50. Harrison	46	52.17	26.08	15.21	6.52	23.21	23.40	37.03	6.06	8.69	22.72	5.26	15.40	20.80	17.39

TABLE II—(*Continued*)

SCHOOL	NO. PUPILS ELIMINATED	PERCENTAGE OF TOTAL ELIMINATION ATTRIBUTABLE TO EACH OF THE 4 GRADES				PERCENTAGE OF TOTAL MALE AND FEMALE REGISTRATION ELIMINATED FROM EACH OF 4 GRADES								TOTAL	
		9TH	10TH	11TH	12TH	9TH		10TH		11TH		12TH			
						BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
51. Hasbrouck Heights	15	53.33	26.67	13.33	6.67	13.63	6.06	5.88	5.55	6.25	6.25	7.14	0.00	9.26	5.00
52. High Bridge	9	55.55	22.22	22.22	0.00	9.37	8.33	9.52	0.00	7.14	11.11	0.00	0.00	8.00	5.45
53. Hightstown	29	62.07	10.34	27.58	0.00	16.66	23.07	8.33	8.33	29.41	10.71	0.00	0.00	17.65	12.78
54. A. J. Demarest (Hoboken)	122	60.66	25.41	9.83	4.10	14.37	9.59	10.71	18.00	8 .75	5.62	2.22	3.41	11.18	9.31
55. Hopewell (Shiloh)	9	44.44	44.44	11.11	0.00	20.00	4.76	10.00	11.76	11.11	0.00	0.00	0.00	11.32	5.55
56. Hopewell	2	100.00	0.00	0.00	0.00	4.17	3.70	0.00	0.00	0.00	0.00	0.00	0.00	1.52	1.43
57. Irvington	205	51.72	28.78	16.08	3.42	19.11	25.93	19.62	17.28	15.95	24.66	3.95	4.94	16.63	20.21
58. Jamesburg	12	50.00	25.00	8.33	16.67	23.07	15.00	12.50	14.28	33.33	0.00	0.00	25.00	14.63	13.04
59. Lincoln (Jersey City)	426	30.04	41.55	20.65	7.75	37.50	24.10	27.11	21.54	22.91	16.61	15.58	4.26	26.79	17.33
60. Kearny	204	49.02	35.78	8.82	6.37	21.22	15.95	19.21	27.50	11.11	7.69	9.43	20.51	17.90	18.28
61. Lambertville	29	48.27	41.38	10.34	0.00	21.62	11.54	14.28	16.32	3.84	4.65	0.00	0.00	10.74	9.58
62. Middletown Township	57	38.60	36.84	21.05	3.51	17.14	16.39	14.49	20.75	6.52	20.93	7.41	0.00	12.73	15.62
63. Leonia	72	65.27	18.15	15.28	1.40	22.93	17.60	7.02	10.00	7.02	9.46	2.56	0.00	12.98	12.11
64. Linden	49	55.10	32.65	12.24	0.00	22.82	8.10	24.32	9.72	12.90	6.90	0.00	0.00	19.10	7.89
65. Lyndhurst	20	100.00	.....	.....	.....	20.00	28.57	.....	.....	.....	.....	.....	.....	20.00	28.57
66. Madison	34	41.18	29.41	26.47	2.94	16.95	7.84	13.95	14.28	22.22	5.55	4.00	0.00	15.34	7.14
67. Matawan	17	88.23	0.00	11.77	0.00	19.56	13.63	0.00	0.00	16.67	0.00	0.00	0.00	15.49	6.52
68. Mays Landing	14	78.57	21.42	.....	.....	25.00	33.33	22.22	8.33	.....	.....	.....	.....	24.00	24.24
69. Mendham Boro	8	75.00	12.50	12.50	.....	36.36	16.66	14.28	0.00	25.00	0.00	.....	.....	27.27	10.53
70. Merchantville	11	72.72	27.27	.....	.....	24.00	13.33	8.00	6.66	.....	.....	.....	.....	16.00	10.00
71. Metuchen	16	43.75	43.75	6.25	6.25	6.25	20.00	19.05	10.35	7.69	0.00	10.00	0.00	10.53	10.00

TABLE II—(*Continued*)

SCHOOL	NO. PUPILS ELIMINATED	PERCENTAGE OF TOTAL ELIMINATION ATTRIBUTABLE TO EACH OF THE 4 GRADES				PERCENTAGE OF TOTAL MALE AND FEMALE REGISTRATION ELIMINATED FROM EACH OF 4 GRADES								TOTAL	
		9TH	10TH	11TH	12TH	9TH		10TH		11TH		12TH			
						BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
72. Millville	99	41.41	32.32	17.17	9.09	13.77	14.47	18.03	22.34	14.03	11.84	10.81	8.19	14.34	14.88
73. Montclair	168	17.27	48.81	21.42	12.50	21.25	11.76	18.77	15.52	11.85	12.05	6.04	6.59	14.45	11.73
74. Moorestown	52	42.31	34.61	23.08	0.00	16.66	13.75	23.07	13.23	16.12	14.89	0.00	0.00	15.43	11.39
75. Morristown	72	50.00	29.17	15.28	5.55	16.29	12.28	15.22	7.61	8.57	7.46	0.00	6.15	11.97	8.88
76. Mt. Lake	0	0.00	.....	.....	.....	0.00	0.00	.....	.....	.....	.....	.....	.....	0.00	0.00
77. Mt. Holly	30	63.33	23.33	6.67	6.67	15.38	18.33	4.54	13.16	5.00	3.12	4.17	3.33	8.57	11.25
78. Netcong	5	60.00	40.00	.....	.....	0.00	15.00	10.00	16.66	.....	.....	.....	.....	2.27	8.88
79. Barringer (Newark)	423	42.55	33.33	18.44	5.67	24.67	19.82	22.17	16.78	22.17	13.85	10.05	4.16	21.39	15.41
80. Central (Newark)	400	45.75	33.75	15.25	5.25	18.19	12.50	16.23	9.12	10.15	10.00	4.07	3.74	14.29	9.36
81. South Side (Newark)	243	21.40	45.68	24.69	8.23	9.97	9.00	13.74	14.23	15.94	8.16	5.07	6.16	11.85	10.05
82. New Brunswick	158	24.68	35.44	27.22	12.66	13.04	15.11	15.87	14.86	17.36	14.01	15.38	6.72	11.98	9.49
83. Newport	5	40.00	40.00	20.00	.....	0.00	20.00	20.00	20.00	0.00	16.66	.....	.....	7.70	19.05
84. Newton	74	25.68	28.38	24.32	21.62	16.90	8.43	15.66	13.56	21.05	20.41	13.04	21.88	16.74	14.35
85. North Plainfield	22	68.18	22.72	9.09	0 00	9.26	17.24	8.57	5.41	4.17	3.33	0.00	0.00	7.00	8.78
86. Nutley	65	64.62	23.08	9.23	3.07	16.89	13.49	18.52	10.00	8.57	9.68	4.88	0.00	14.39	9.62
87. Orange	149	40.94	42.95	13.42	2.68	12.93	15.35	27.87	23.81	19.23	13.70	2.53	3.03	15.86	15.62
88. Central (Oxford)	11	36.36	54.54	9.09	0.00	42.85	10.00	66.66	40.00	25.00	0.00	0.00	0.00	44.44	15.00
89. Palmyra	58	48.28	24.14	17.24	10.34	18.75	18.31	10.77	15.21	13.04	8.70	11.11	5.55	14.10	13.07
90. Passaic	274	56.93	28.83	9.49	4.75	20.00	13.30	18.96	16.89	9.37	9.78	4.72	6.54	16.32	12.86
91. East Side Paterson	579	37.31	29.36	23.84	9.49	23.15	37.09	21.85	45.31	29.15	36.04	12.00	14.62	20.80	34.15

TABLE II—(*Continued*)

SCHOOL	NO. PUPILS ELIMINATED	PERCENTAGE OF TOTAL ELIMINATION ATTRIBUTABLE TO EACH OF THE 4 GRADES				PERCENTAGE OF TOTAL MALE AND FEMALE REGISTRATION ELIMINATED FROM EACH OF 4 GRADES								TOTAL	
		9TH	10TH	11TH	12TH	9TH		10TH		11TH		12TH			
						BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
92. Paulsboro	42	52.38	28.57	16.66	2.38	22.22	25.53	26.66	10.81	29.17	0.00	0.00	4.54	21.93	13.82
93. Pemberton	21	52.38	23.81	14.28	9.52	15.62	12.50	23.07	6.06	14.28	4.34	50.00	7.14	16.39	9.32
94. Penns Grove	46	52.17	23.92	15.21	8.69	21.31	16.41	18.42	12.12	11.11	17.24	0.00	12.12	16.18	14.81
95. Perth Amboy	102	49.02	27.45	18.63	4.90	11.85	7.38	9.66	11.02	22.40	4.35	3.45	4.23	11.67	7.30
96. Phillipsburg	81	49.38	28.39	17.28	4.93	17.75	17.35	10.12	17.64	17.30	6.66	5.89	4.76	13.97	13.35
97. Plainfield	143	39.86	35.66	19.58	4.90	12.91	14.50	19.36	11.86	15.09	10.71	6.66	1.06	14.11	10.98
98. Pleasantville	52	51.92	30.76	15.38	1.92	22.95	19.69	26.19	13.15	15.38	12.12	0.00	4.76	20.72	14.56
99. Pompton Lakes	4	100.00	.....	.....	.....	11.11	10.52	.....	.....	.....	.....	.....	.....	11.11	10.52
100. Port Norris	8	37.50	37.50	12.50	12.50	27.27	0.00	25.00	0.00	7.14	0.00	0.00	7.14	17.08	2.22
101. Princeton	52	30.77	36.53	19.23	13.47	10.96	9.63	17.33	10.52	15.00	12.50	13.63	12.90	10.48	6.90
102. Ramsey	31	38.71	32.26	12.90	16.13	12.12	7.54	15.80	9.09	13.33	0.00	14.81	4.54	13.66	6.21
103. Ridgfield Park	41	26.83	39.02	21.95	12.19	11.86	5.63	10.77	15.51	10.21	10.50	9.37	5.71	10.73	9.41
104. Rockaway	13	53.84	23.08	23.08	0.00	14.28	13.33	12.50	6.66	0.00	16.66	0.00	0.00	8.06	10.00
105. Roselle	45	71.11	17.77	8.88	2.22	16.00	25.00	11.90	7.14	8.69	7.14	4.54	0.00	12.35	14.54
106. Roselle Park	82	48.78	34.14	9.76	7.32	24.32	14.77	25.86	20.64	5.71	16.67	8.33	13.33	20.18	16.59
107. Roxbury	13	61.54	30.76	7.70	0.00	15.15	12.00	4.54	12.00	0.00	4.35	0.00	000.	7.14	7.86
108. Rumson	6	83.33	16.67	.....	.....	37.50	13.33	10.00	0.00	.....	.....	.....	.....	22.22	10.00
109. Rutherford	55	20.00	47.27	25.45	7.27	8.45	7.24	23.08	12.70	14.06	8.93	8.16	0.00	14.12	7.63
110. Salem	54	42.59	25.93	18.52	12.96	14.82	12.50	14.81	11.11	13.95	7.84	13.64	8.70	14.50	10.46
111. Somerville	59	42.37	38.98	15.25	3.39	19.75	10.00	18.18	18.84	6.12	13.04	3.70	2.32	14.15	11.70
112. South Amboy	20	65.00	20.00	15.00	0.00	26.92	21.43	12.50	20.00	18.18	11.11	0.00	0.00	19.23	15.38
113. South Orange	67	40.30	37.31	16.42	5.97	5.15	8.67	8.06	11.63	10.14	5.41	4.84	1.16	6.68	7.61
114. South River	45	55.55	28.88	11.11	4.44	25.37	13.11	15.80	18.42	15.00	6.90	0.00	8.69	18.91	12.58
115. Summit	60	38.33	30.00	25.00	6.67	10.16	13.16	13.51	8.42	12.50	21.42	4.35	10.34	10.98	12.40

TABLE II—(*Continued*)

SCHOOL	NO. PUPILS ELIMINATED	PERCENTAGE OF TOTAL ELIMINATION ATTRIBUTABLE TO EACH OF THE 4 GRADES				PERCENTAGE OF TOTAL MALE AND FEMALE REGISTRATION ELIMINATED FROM EACH OF 4 GRADES								TOTAL	
		9TH	10TH	11TH	12TH	9TH		10TH		11TH		12TH			
						BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
116. Sussex	20	60.00	15.00	20.00	5.00	31.25	22.58	7.14	9.09	33.33	7.14	25.00	0.00	23.26	13.70
117. Swedesboro	11	90.90	0.00	9.10	0.00	25.00	13.79	0.00	0.00	7.14	0.00	0.00	0.00	12.96	6.06
118. Tenafly	58	48.27	34.48	15.51	1.72	15.38	19.28	22.22	13.56	10.26	9.09	3.70	0.00	14.65	12.50
119. Trenton Sr	148	.....	.....	61.49	38.51	.....	.....	.....	.....	16.06	13.62	11.25	9.69	13.76	11.83
120. Jr. No. 1	73	100.00	.....	.....	.....	18.18	17.41	.....	.....	.....	.....	.....	.....	18.18	17.41
121. Jr. No. 2	48	100.00	.....	.....	.....	14.50	11.38	.....	.....	.....	.....	.....	.....	14.50	11.38
122. Trenton No. 3	240	19.58	80.42	.....	.....	9.83	12.88	21.66	21.27	.....	.....	.....	.....	18.41	18.37
123. Tuckerton	11	63.63	27.27	9.09	0.00	25.00	11.11	10.00	12.50	0.00	7.69	0.00	0.00	11.77	8.77
124. Union	23	78.26	17.39	4.34	0.00	17.50	25.00	20.00	11.11	9.09	0.00	0.00	0.00	14.71	16.88
125. Union Hill	231	50.22	36.36	8.66	4.76	28.70	23.81	31.35	15.88	10.93	5.71	7.82	2.04	22.34	14.56
126. Emerson (Union City)	103	62.13	22.33	13.59	1.94	22.58	21.57	10.64	11.12	8.53	11.11	1.63	2.08	12.04	13.93
127. Vineland	86	45.35	37.21	15.12	2.32	20.42	7.00	18.82	13.45	9.26	13.33	2.44	1.28	15.84	8.75
128. Washington Boro	23	47.83	30.43	17.39	4.35	27.78	20.00	7.14	35.30	0.00	23.53	20.00	0.00	15.22	21.62
129. Long Valley	1	100.00	0.00	0.00	.....	16.67	0.00	0.00	0.00	0.00	0.00	.....	.....	7.70	0.00
130. Westfield	88	52.28	21.59	18.18	7.95	15.22	19.53	10.45	15.38	16.67	15.10	12.00	1.85	13.86	14.70
131. West Orange	77	24.67	54.54	18.18	2.59	15.49	11.76	21.36	17.24	17.65	10.64	2.70	2.63	16.41	12.64
132. Wharton	14	50.00	14.28	28.57	7.15	27.27	5.26	15.38	0.00	20.00	6.67	0.00	11.11	17.74	5.00
133. Wildwood	45	48.89	33.33	13.33	4.45	22.64	19.61	20.00	25.00	11.11	8.33	4.55	2.86	16.66	14.56
134. Woodbine	3	33.33	33.33	33.33	.....	0.00	8.33	7.70	0.00	8.33	0.00	0.00	0.00	4.00	2.13
135. Woodbridge	52	50.00	32.69	13.46	3.84	21.62	11.11	23.40	9.68	7.31	6.89	9.52	0.00	17.49	8.47
136. Woodbury	119	42.02	37.81	15.12	5.04	14.22	11.56	31.16	11.76	10.17	21.05	10.53	13.33	17.54	13.13
137. Wood Ridge	2	100.00	.....	.....	.....	10.53	0.00	.....	.....	.....	.....	.....	.....	10.53	0.00
138. Woodstown	36	41.66	36.11	16.67	5.56	20.83	8.77	17.24	16.33	17.39	6.06	5.55	3.22	16.95	9.41

2. *Extent of Elimination and Geographical Location*

The extent of elimination within the various counties of the state is recorded in Table III, in which are listed for each county the schools from which reports were received, the arrangement again being a serial arrangement according to the percentage of the elimination within the individual schools.

To illustrate: Reports were received from four high schools in Atlantic County—Hammonton, Atlantic City, Pleasantville, and Mays Landing. The percentages of elimination of the four schools range from 7.24% in Hammonton to 24.13% in Mays Landing. The aggregate elimination reported for the four schools is 15.48 % of the aggregate enrollment of the four schools.

Table IV arrays the counties of the state in a similar serial arrangement. It will be noted that the county percentages of elimination range from 9.64% in Hunterdon County to 21.07% in Passaic County. Salem County, the median county, had a 13.26 per cent elimination.

It is interesting to note that the thirteen schools showing the lowest percentages of elimination (see Table I, page 30) are located in ten different counties, and that the fourteen schools scoring the highest percentages of elimination (see Table I, page 35) are located in ten different counties.

A comparison of the Northern New Jersey counties with those of Southern New Jersey (see Table V, page 52) reveals, for the most part, a higher percentage of elimination obtaining in the southern than in the northern counties, with the exception of Hudson and Passaic counties, where the percentage of elimination exceeds in both cases that of any individual county of Southern New Jersey. It is worthy of note that the two counties quoted as exceptions are the most highly industrial counties of the state and include within their boundaries populous cities. Moreover, their proximity to New York creates a situation peculiarly favorable to the securing of employment by high school pupils.

TABLE III

ELIMINATION WITHIN THE INDIVIDUAL COUNTIES (1925–1926)

Atlantic County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Hammonton	Hammonton	345	25	7.24
Atlantic City	Atlantic City	2064	337	16.32
Pleasantville	Pleasantville	298	52	17.45
Mays Landing	Hamilton	58	14	24.13
All schools reporting		2765	428	15.48

Bergen County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Hasbrouck Heights	Hasbrouck Heights	208	15	7.21
Fort Lee	Fort Lee	184	14	7.60
Closter	No. 1	110	9	8.18
Washington (Ridgefield Park)	Overpecke	407	41	10.07
Ramsey	Ramsey	306	31	10.13
Rutherford		498	55	11.04
Dumont	Dumont	236	27	11.44
Cliffside Park	Cliffside Park	386	46	11.91
Leonia	Leonia	600	72	12.00
Bagota	Bagota	336	42	12.50
East Rutherford	East Rutherford	333	43	12.91
Tenafly	Tenafly	430	58	13.48
Garfield	Garfield	566	77	13.60
Hackensack	Hackensack	1101	173	15.71
Lyndhurst	Lyndhurst	82	20	24.39
All schools reporting		5783	723	12.50

Burlington County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Mount Holly	Mount Holly	300	30	10.00
Pemberton	Pemberton	179	21	11.73
Moorestown	Moorestown	399	52	13.03
Burlington	Burlington	520	68	13.07
Palmyra	Palmyra	426	58	13.61
Bordentown	Bordentown	202	37	18.31
All schools reporting		2026	266	13.12

Camden County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Merchantville	Merchantville	80	11	13.75
Haddonfield	Haddonfield	442	61	13.80
Gloucester	Gloucester	220	32	14.54
Haddon Heights	Haddon Heights	630	95	15.07
Collingswood (Jr. and Sr.)	Collingswood	914	151	16.52
Camden Sr.	Camden	1633	275	16.84
All schools reporting		3919	625	15.94

Cape May County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Woodbine	Woodbine	97	3	3.09
Wildwood	Wildwood	290	45	15.51
Cape May	Cape May	145	26	17.93
Cape May Court House	Cape May	162	36	22.22
All schools reporting		694	110	15.85

Cumberland County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Port Norris	Commercial	86	8	9.30
Hopewell Twp. (Shiloh)	Hopewell	107	9	8.41
Bridgeton	Bridgeton	855	101	11.81
Vineland	Landis	722	86	11.91
Millville	Millville	676	99	14.64
Newport	Downe	34	5	14.70
All schools reporting		2480	308	12.41

Essex County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Glen Ridge	Glen Ridge	254	6	2.36
South Orange (Columbia Jr. and Sr. and Ricalton Jr.)	South Orange	934	67	7.17
Bloomfield	Bloomfield	862	95	11.02
South Side	Newark	2174	243	11.17
Central	Newark	3374	400	11.85
Nutley	Nutley	538	65	12.08
Montclair	Montclair	1291	168	13.01
East Orange	East Orange	2010	262	13.34
West Orange	West Orange	531	77	14.50
Belleville	Belleville	545	85	15.59
Caldwell	Caldwell	371	58	15.63
Orange	Orange City	947	149	15.73
Irvington	Irvington	1112	205	18.43
Barringer	Newark	2237	423	18.90
All schools reporting		17180	2303	13.40

Gloucester County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Swedesboro	Swedesboro	120	11	9.16
Pitman	Pitman	253	24	9.48
Glassboro	Glassboro	381	42	11.02
Clayton	Clayton	144	22	15.27
Woodbury	Woodbury	777	119	15.31
Paulsboro	Paulsboro	237	42	17.72
All schools reporting		1912	260	13.59

Hudson County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Bayonne	Bayonne	1391	163	11.71
A. J. Demarest	Hoboken	1181	122	10.33
Emerson	Union City	798	103	12.90
Union Hill	Union City	1235	231	18.07
Kearney	Kearney	1128	204	18.08
Harrison	Harrison	240	46	19.16
Lincoln	Jersey City	1971	426	21.61
All schools reporting		7944	1295	16.30

NOTE: The Wm. L. Dickinson High School, Jersey City, is not included because its reported eliminations covered only the period from January to June, 1926.

Hunterdon County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
High Bridge	High Bridge	130	9	6.92
Flemington	Flemington	380	32	8.42
Lambertville	Lambertville	287	29	10.10
Clinton	Clinton	118	14	11.86
Hampton	Hampton	80	10	12.50
Frenchtown	Frenchtown	32	5	15.62
All schools reporting		1027	99	9.64

Mercer County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Hopewell	Hopewell Township	136	2	1.47
Princeton	Princeton	413	52	12.59
Trenton Sr.	Trenton	1157	148	12.79
Trenton Jr. No. 2	Trenton	367	48	13.08
Hightstown	East Windsor	204	29	14.21
Trenton Jr. No. 1	Trenton	410	73	17.80
Trenton Jr. No. 3	Trenton	1305	240	18.39
All schools reporting		3992	592	14.83

Middlesex County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Perth Amboy	Perth Amboy	1074	102	9.49
Metuchen	Metuchen	156	16	10.25
Woodbridge	Woodbridge	419	52	12.41
Jamesburg	Jamesburg	87	12	13.79
New Brunswick	New Brunswick	1116	158	14.15
South River	South River	288	45	15.62
South Amboy	South Amboy	117	20	17.09
All schools reporting		3257	405	12.43

Monmouth County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Asbury Park	Asbury Park	924	62	6.71
Red Bank	Red Bank	599	54	9.01
Matawan	Matawan	163	17	10.42
Freehold	Freehold	402	44	10.94
Atlantic Highlands	Atlantic Highlands	100	13	13.00
Middletown Twp.	Leonarda	404	57	14.10
Rumson	Rumson	38	6	15.79
Allentown	Upper Freehold	88	14	15.90
All schools reporting		2718	267	9.82

Morris County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Mountain Lake	Mountain Lake	16	0	0.00
Long Valley	Washington	38	1	2.63
Netcong	Netcong	89	5	5.61
Roxbury	Roxbury	173	13	7.51
Chatham		159	13	8.17
Rockaway	Rockaway	142	13	9.15
Dover	Dover	443	46	10.38
Morristown	Morristown	689	72	10.44
Wharton	Wharton	122	14	11.47
Madison	Madison	289	34	11.76
Butler	Butler	449	64	14.25
Mendham Boro		41	8	19.51
All schools reporting		2650	283	10.68

Ocean County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Tuckerton	Tuckerton	108	11	10.18
Barnegat	Union Township	81	10	12.34
All schools reporting		189	21	11.11

Passaic County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Pompton Lakes Jr.	Pompton Lakes	37	4	10.81
Passaic	Passaic	1873	274	14.62
Clifton	Clifton	1114	218	19.56
Eastside	Paterson	2078	579	27.86
All schools reporting		5102	1075	21.07

NOTE: The Central High School (Paterson) is not included because its reported eliminations covered only the period from January to June, 1926.

Salem County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Salem	Salem	439	54	12.30
Woodstown	Pilesgrove	288	36	12.50
Penns Grove	Penns Grove	298	46	15.43
All schools reporting		1025	136	13.26

Somerset County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
North Plainfield	North Plainfield	277	22	7.94
Somerville	Somerville	460	59	12.82
Bound Brook	Bound Brook	428	58	13.55
Bernards	Bernards	245	38	15.51
All schools reporting		1410	177	12.55

Sussex County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Franklin Jr. High	Franklin	40	2	5.00
Hamburg	Hamburg	146	15	10.27
Newton	Newton	438	68	15.52
Sussex	Sussex	116	20	17.24
All schools reporting		740	105	14.19

Union County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Hillside	Hillside	292	31	10.61
Summit	Summit	515	60	11.65
Cranford	Cranford	283	34	12.01
Plainfield	Plainfield	1143	143	12.51
Linden	Linden	368	49	13.31
Roselle	Roselle	334	45	13.47
Westfield	Westfield	616	88	14.28
Union	Union	145	23	15.86
Roselle Park	Roselle Park	445	82	18.42
All schools reporting		4141	555	13.40

Warren County

SCHOOL	DISTRICT	TOTAL REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Belvidere	Belvidere	165	10	6.06
Blairstown	Blairstown	52	5	9.61
Hackettstown	Hackettstown	208	21	10.09
Phillipsburg	Phillipsburg	594	81	13.63
Washington	Washington Boro.	120	23	19.16
Central	Oxford	38	11	28.94
All schools reporting		1177	151	12.82

TABLE IV

COUNTY ELIMINATION (1925–1926)

COUNTY	REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Hunterdon	1027	99	9.64
Monmouth	2718	267	9.82
Morris	2650	283	10.68
Ocean	189	21	11.11
Cumberland	2480	308	12.41
Middlesex	3257	405	12.43
Bergen	5783	723	12.50
Somerset	1410	177	12.55
Warren	1177	151	12.82
Burlington	2026	266	13.12
Salem	1025	136	13.26
Essex	17180	2303	13.40
Union	4141	555	13.40
Gloucester	1912	260	13.59
Sussex	740	105	14.19
Mercer	3992	592	14.83
Atlantic	2765	428	15.48
Cape May	694	110	15.85
Camden	3919	625	15.94
Hudson	7944	1295	16.30
Passaic	5102	1075	21.07
TOTALS	72131	10184	14.12 Median County Elimination—13.26%

TABLE V

A Comparison of Southern New Jersey with Northern New Jersey in Point of County Percentages of Elimination (1925–1926)

Northern New Jersey

COUNTY	REGISTRATION	ELIMINATION	PERCENTAGE OF ELIMINATION
Hunterdon	1027	99	9.64
Monmouth	2718	267	9.82
Morris	2650	283	10.68
Middlesex	3257	405	12.43
Bergen	5783	723	12.50
Somerset	1410	177	12.55
Warren	1177	151	12.82
Essex	17180	2303	13.40
Union	4141	555	13.40
Sussex	740	105	14.19
Mercer	3992	592	14.83
Hudson	7944	1295	16.30
Passaic	5102	1075	21.07
TOTALS	57121	8030	14.06

Southern New Jersey

Ocean	189	21	11.11
Cumberland	2480	308	12.41
Burlington	2026	266	13.12
Salem	1025	136	13.26
Gloucester	1912	260	13.59
Atlantic	2765	428	15.48
Cape May	694	110	15.85
Camden	3919	625	15.94
TOTALS	15010	2154	14.35

On the other hand, the ratio of the aggregate drop-out to the aggregate registration in the Northern New Jersey counties (14,06 per cent) shows a relatively slight variation from that in the Southern New Jersey counties (14.35 per cent), though the greater percentage of elimination still attaches to the southern part of the state.

3. *Extent of Elimination and Size of School*

Reference to Table I, pages 30-35, will indicate that of the 27 schools registering less than 10 per cent of elimination

7 had an enrollment of fewer than 100 pupils
14 had an enrollment of 100-300 pupils
2 had an enrollment of 300-500 pupils
3 had an enrollment of 500-1000 pupils
1 had an enrollment of more than 1000 pupils

Thus it will be noted that approximately 78 per cent of the schools registering less than 10 per cent of elimination were schools of less than 300 enrollment.

By way of comparison, let us consider the 27 schools at the high end of the elimination scale. Of these schools

5 had an enrollment of fewer than 100 pupils
9 had an enrollment of 100-300 pupils
2 had an enrollment of 300-500 pupils
1 had an enrollment of 500-1000 pupils
10 had an enrollment of more than 1000 pupils

Here there is no observable tendency for the schools at the high end of the elimination scale to be confined largely to any one size-group. While the largest single entry, ten schools, appears opposite "schools having more than 1000 pupils", there appears among the schools of 100-300 enrollment an almost equal number of schools (nine).

Generally speaking, a school of fewer than 100 pupils may be regarded as a very small school, a school of 100-300 pupils as a small school, a school of 300-500 pupils as a medium-sized school, a school of 500-1000 pupils as a large school, and a school of more than 1000 pupils as a very large school.

Table VI shows the variation of percentages of elimination among the five size-groups indicated.

TABLE VI

ELIMINATION AMONG 140 SCHOOLS DIVIDED ACCORDING TO SIZE OF ENROLLMENT

SIZE-GROUP	NO. OF SCHOOLS	AGGREGATE ENROLLMENT	AGGREGATE ELIMINATION	PERCENTAGE OF ELIM.	MEDIAN % OF ELIM.	RANGE OF % OF ELIM.
Fewer than 100 pupils.....	20	1194	154	12.89	13.12	0.00–28.94
100–300 pupils.	46	8864	1085	12.24	11.60	1.47–22.22
300–500 pupils.	30	11959	1525	12.75	12.86	7.24–18.42
500–1000 pupils	22	15352	1926	12.54	12.98	6.71–16.52
More than 1000 pupils.....	22	34762	5494	15.80	15.16	9.49–27.86
Totals.....	140	72131	10184			

There is a striking similarity among the five size-groups in percentage of elimination, with the single exception of schools having an enrollment of more than 1000 pupils. Among the first four size-groups there is not one per cent of variation, whereas in the last size-group (schools having more than 1000 pupils) the percentage of elimination exceeds that in any other size-group by approximately three per cent.

In general, the median eliminations follow the same trend, the maximum variation among the first four size-groups rising to one and one-half per cent. The last size-group again shows a more than two per cent greater elimination than any other size-group.

No well defined trend appears among the size-groups in the matter of range of percentage of elimination.

4. *Extent of Elimination and Pupil-Load*

In an effort to determine whether there exists any definite relation between extent of elimination and pupil-load, the product-moment method has been employed in measuring the correlation between the individual percentages of elimination within the one hundred forty (140) schools reporting for 1925-1926, and the pupil-load as measured by the ratio of the number

of full-time high school teachers to the total enrollment in the individual schools. The resulting coefficient, $r = .22371 \pm .15933$, indicates, according to Rugg, a "negligible or indifferent" degree of correlation.[1]

Computed by the Spearman formula (ranking method), the coefficient of correlation is even lower, $r = .07$.

Summary

1. From the 140 schools reporting completely for 1925-1926, ten thousand one hundred eighty-four (10,184) undergraduate pupils out of an enrollment of seventy-two thousand one hundred thirty-one (72,131), or 14.12 per cent of the enrollment, left school between September 1 and June 30.

2. Among the 140 schools reporting, the median percentage of elimination was 12.87 per cent, the range spreading from 0.00 per cent to 28.94 per cent.

3. The percentages of elimination for the various counties, each county being regarded as a separate unit, range from 9.64 per cent in Hunterdon County to 21.07 per cent in Passaic County. Salem County, the median county, had a 13.26 per cent elimination.

4. The ratio of the aggregate drop-out to the aggregate registration in the Northern New Jersey counties (14.06 per cent) shows a relatively slight variation from that in the Southern New Jersey counties (14.35 per cent).

5. Dividing the 140 pupils into five size-groups (schools of less that 100 registered pupils, schools of 100-300 pupils, schools of 300-500 pupils, schools of 500-1,000 pupils, and schools of more than 1,000 pupils), we find a striking similarity among the size-groups in percentage of elimination, with the single exception of schools having an enrollment of more than 1,000 pupils. Among the first four size-group there is not one per cent of variation, whereas in the last size-group the percentage of elimination exceeds that in any other size-group by approximately three per cent.

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[1] Rugg, Harold O., *Statistical Methods Applied to Education*, pp. 256 and 274.

6. A "negligible or indifferent" degree of correlation exists between the percentages of elimination within the individual 140 schools studied and the average pupil-load as measured by the ratio of the number of full-time high school teachers to the total enrollment in each individual school.

Conclusions:

1. On the part of the individual New Jersey high schools there is wide variation with regard to percentage of elimination.
2. The percentages of elimination for the county-units as compared with those for the individual schools show considerable narrowing of range together with a slight increase in the median.
3. The schools of more than 1,000 pupils show a much higher percentage of elimination than do the schools of any other size-group.
4. There is practically no correlation between the percentage of elimination and the pupil-load as measured by the ratio of pupils registered in a given high school to the number of full-time teachers employed in the school.

III

Sex

(1925-1926)

In the one hundred forty-two (142) schools from which complete data were available for the study of elimination by sex, there were enrolled in the school year 1925-1926 thirty-nine thousand forty-two (39,042) boys and thirty-nine thousand eight hundred twenty-one (39,821) girls, a total of seventy-eight thousand eight hundred sixty-three (78,863) pupils. It is interesting to note that the female enrollment exceeded only very slightly the male enrollment, 50.49 per cent of the enrollment being girls and 49.51 per cent boys. Of the eleven thousand one hundred ninety-five (11,195) pupils eliminated from these schools, six thousand eighty-eight (6,088) or 54.38 per cent were boys, while five thousand one hundred seven (5,107), or 45.62 per cent, were girls.

The greater tendency of the boys to be eliminated from school is demonstrated again by the fact that six thousand eighty-eight (6,088) of the thirty-nine thousand forty-two (39,042) boys enrolled left school (15.59 per cent) while five thousand one hundred seven (5,107) of the thirty-nine thousand eight hundred twenty-one (39,821) girls, or only 12.83 per cent of the female enrollment, left.

TABLE VII

Sex of Eliminated Pupils (1925–1926)

	NUMBER			PERCENTAGE		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Entire Drop-Out	6088	5107	11195	54.38	45.62	100%
Transferred Group	1197	1307	2504	47.80	52.20	100%
Permanent Drop-Outs	4891	3800	8691	56.28	43.72	100%

A scrutiny of Table VII reveals the fact that in the group of eliminated pupils permanently lost to the schools; that is, the drop-out group exclusive of the transferred pupils, the greater tendency of the boys to leave school is even more pronounced than in the case of the entire drop-out. Here 56.28 per cent of the elimination is charged to the boys and only 43.72 per cent to the girls. This results from the inverse ratio of the transferred pupils, of whom 47.80 per cent were boys and 52.20 per cent were girls.

Let us check these findings with those drawn from the data for the summer and for the following year.

Summer Drop-Out Between '26 and '27

The summer drop-out recorded by the ninety-two schools reporting was divided almost equally between the boys and girls, two thousand ninety-four (2,094) boys and two thousand ninety-nine (2,099) girls having failed to return in September, 1926, to the schools studied.

TABLE VIII

SEX OF ELIMINATED PUPILS (SUMMER BETWEEN '26 AND '27)

	NUMBER			PERCENTAGE		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Entire Drop-Out	2094	2099	4193	49.94	50.06	100%
Transferred Group	574	598	1172	48.97	51.03	100%
Permanent Drop-Outs	1520	1501	3021	50.31	49.69	100%

Table VIII indicates the same general trend as Table VII; the extent of the variation is, however, in this case, too slight to be significant.

(*1926-1927—First and Second Terms Combined*)

Of the four thousand eight hundred ninety-six (4,896) drop-outs reported for the school year 1926-1927, two thousand five hundred ninety-one (2,591), or 52.92 per cent, were boys,

and two thousand three hundred five (2,305), or 47.08 per cent, were girls.

TABLE IX

SEX OF ELIMINATED PUPILS (FIRST TERM OF 1926–1927)

	NUMBER			PERCENTAGE		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Entire Drop-Out.....	2115	1914	4029	52.49	47.51	100%
Transferred Group.....	512	450	962	53.22	46.78	100%
Permanent Drop-Outs....	1603	1464	3067	52.27	47.73	100%

Table IX includes only the undergraduate pupils who left school between September 1, 1926 and February 1, 1927, the number of transferred pupils reported for the second term (February 1-June 30, 1927) being too small to warrant separate treatment.

It will be noted at once that, while the male drop-out still exceeds the female drop-out, the percentage of its preponderance, in contrast to the tendency previously noted, is slightly decreased by the subtraction of the transferred group.

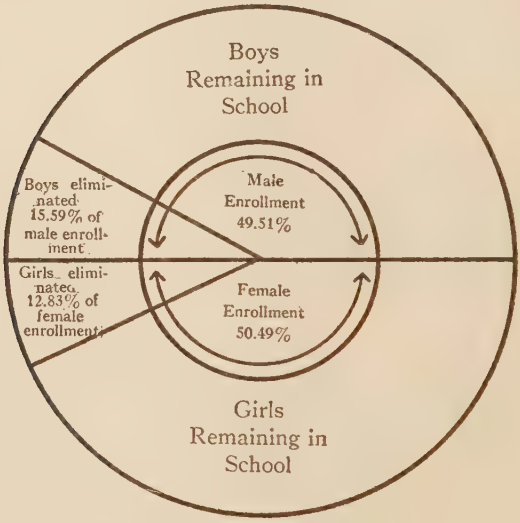
Chart 2, page 60, presents graphically the division as to sex of the seventy-seven thousand eight hundred sixty-three (77,863) pupils who were enrolled in 1925-1926 in the schools studied. The striking evenness of the division as to sex, 49.51 per cent being boys and 50.49 per cent girls, emphasizes the preponderance of boys among the drop-out group, 15.59 per cent of the male enrollment and only 12.83 per cent of the female enrollment having been lost to the schools in the course of the year.

Summary

1. For the school year 1925-1926, one hundred forty-two (142) schools reported an enrollment of 39,042 boys and 39,821 girls (or 49.57 per cent boys and 50.49 per cent girls) and an elimination of 6,088 boys and 5,107 girls (or 54.38 per cent boys and 45.62 per cent girls).

CHART 2

ENROLLMENT AND ELIMINATION DIVISION AS TO SEX (1925–1926)



	BOYS	GIRLS	TOTAL
Enrollment of 142 Schools Studied.....	39,042	39,821	78,863
Elimination.....	6,088	5,107	11,195
Percentage of Elimination.....	15.59%	12 83%	14.19%

Of the 39,042 registered boys, 15.59 per cent left school; of the 39,821 registered girls, 12.83 per cent left school.

Of the 67,668 pupils remaining in school, 32,954, or 48.70 per cent, were boys, and 34,714, or 51.30 per cent, were girls.

Of the 2,504 eliminated pupils who transferred to other schools, 1,197, or 47.80 per cent, were boys and 1,307, or 52.20 per cent, were girls.

2. Ninety-two (92) schools reported 2,094 boys and 2,099 girls as having failed to return to school in September, 1926, a practically even division of boys and girls. Of these, 4,193 pupils, 574 boys and 598 girls, a total of 1172 pupils, were transferred to other schools (48.98 per cent boys and 51.02 per cent girls). Of the 3,021 pupils who presumably were permanently lost to the schools, 1,520, or 50.31 per cent, were boys, and 1,501, or 49.69 per cent, were girls.

3. Of the 4,896 cases studied for 1926-1927, 2,591 were boys and 2,305 were girls (52.92 per cent boys and 47.08 per cent girls).

4. In the first term's elimination of 1926-1927, of the 4,029 cases, 2,115, or 52.49 per cent, were boys, and 1,914, or 47.51 per cent, were girls. Of the 2,115 boys, 512 transferred to other schools; of the 1914 girls, 450 transferred to other schools (53.22 per cent boys and 46.78 per cent girls). Of the 3,067 permanent drop-outs, 1,603, or 52.27 per cent, were boys, and 1,464, or 47.73 per cent, were girls.

5. Combining the eliminations reported in the separate divisions of the study, we find that 20,284 drop-outs were reported, of whom 10,773, or 53.11 per cent, were boys, while 9,511, or 46.89 per cent, were girls. Thus it appears that the boys were in the majority in the eliminated group to the extent of 6.22 per cent.

Conclusions

1. The boys show a stronger tendency toward elimination than the girls.

2. The enrollment at the beginning of the school year has a much more even division according to sex than it has at the end of the year.

IV

Color

Each separate division of the study bears out the statement that, of the pupils leaving school between September, 1925 and June, 1927, the vast majority (approximately 97 per cent) were white pupils. This is, roughly speaking, equally true of the boys and the girls.

In 1925-1926 (see Table X) the white boys comprised 97.11 per cent of the male drop-out, or five thousand nine hundred twelve (5912) of the six thousand eighty-eight boys (6088) who left school, the colored boys contributing only one hundred seventy-six, or 2.89 per cent of the male drop-out. Of the total five thousand one hundred seven (5107) girls who left during the same year, four thousand nine hundred thirty-seven (4937), or 96.67 per cent, were white, while one hundred seventy (170), or 3.33 per cent, were colored. Of the total elimination (boys and girls combined) for 1925-1926, 96.91 per cent were white, and 3.09 per cent were colored pupils.

Unfortunately, no data are available concerning the color division of the entire high school population for 1925-1926. It is therefore impossible to estimate the relative mortality among the white and colored high school pupils in the entire state. Such a study has been made of Burlington and Union Counties and is reported in Part II, page 172, the findings indicating a seven per cent greater mortality among the colored than among the white.

Slightly more than 98 per cent (98.12 per cent) of the four thousand one hundred ninety-three (4,193) pupils who failed to return to high school after the 1926 summer vacation were white pupils; likewise, 97.34 per cent of the group eliminated in 1926-1927 were white pupils.

When we combine the three separate groups studied, we find that 97.47 per cent of the ten thousand seven hundred seventy-three (10,773) boys who are reported to have left school between

TABLE X

Color of Pupils Eliminated, from September, 1925 to June, 1927

	1925–1926			Summer between '26 and '27			1926–1927			Totals		
	Boys	Girls	Com-bined	Boys	Girls	Com-bined	Boys	Girls	Com-bined	Boys	Girls	Com-bined
White	5912	4937	10849	2049	2065	4114	2539	2227	4766	10500	9229	19729
Black	176	170	346	45	34	79	52	78	130	273	282	555
Total	6088	5107	11195	2094	2099	4193	2591	2305	4896	10773	9511	20284

Percentages

	1925–1926			Summer between '26 and '27			1926–1927			Totals		
	Boys	Girls	Com-bined	Boys	Girls	Com-bined	Boys	Girls	Com-bined	Boys	Girls	Com-bined
White	97.11%	96.67%	96.91%	97.85%	98.38%	98.12%	97.99%	96.62%	97.34%	97.47%	97.04%	97.26%
Black	2.89%	3.33%	3.09%	2.15%	1.62%	1.88%	2.01%	3.38%	2.66%	2.53%	2.96%	2.74%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

September, 1925 and June, 1926 were white boys, and that 97.04 per cent of the nine thousand five hundred eleven (9511) girls who left during the same period were white girls.

Chart 3 (page 65) outlines vividly the color division in the drop-out groups of 1925-1926, the summer between 1926 and 1927, and the first term of 1926-1927. The heights of the long and short columns indicate the relative proportions of the white and colored contributions to the entire elimination. The solid portion of the column indicates in each instance the percentage of the particular group who transferred to other schools, the empty portion of the column representing the permanent drop-outs.

Table XI calls attention to the percentage of the white and of the colored elimination groups who transferred to other schools.

TABLE XI

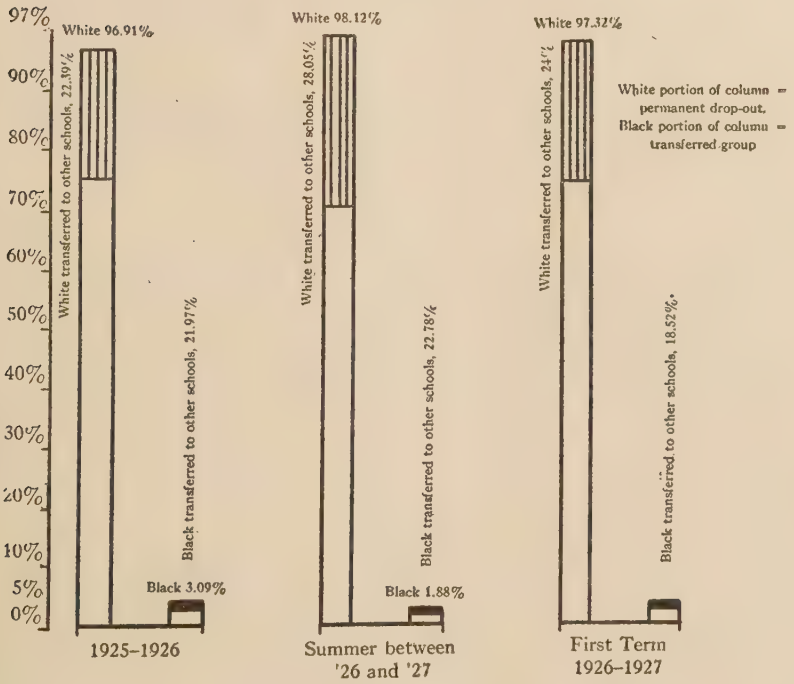
PERCENTAGE OF WHITE AND COLORED DROP-OUT GROUPS TRANSFERRED TO OTHER SCHOOLS

	TOTAL WHITE ELIMINATION	TOTAL WHITE TRANSFERS	PERCENTAGE OF WHITE ELIMINATION GROUP TRANSFERRED	TOTAL COLORED ELIMINATION	TOTAL COLORED TRANSFERS	PERCENTAGE OF COLORED ELIMINATION GROUP TRANSFERRED
1925–1926...	10,849	2429	22.39%	346	75	21.68%
Summer between 1926 and 1927...	4,114	1154	28.05%	79	18	22.78%
First Term 1926–1927..	3,921	941	23.99%	108	21	19.44%
Totals.....	18,884	4524	23.96%	533	114	21.39%

The interesting feature of the table is the percentage column, which shows that slightly more than 20 per cent of the white drop-out pupils and an approximately equal percentage of the colored drop-out pupils transferred to other schools.

CHART 3

COLOR DIVISION OF PERMANENT DROP-OUT GROUP AND OF TRANSFERRED GROUP



Summary

1. Approximately 97 per cent of the pupils eliminated from September, 1925 to June, 1926, from the 142 New Jersey high schools studied, were white pupils.

2. No comparative study is possible of the relative mortality among white and colored pupils in the state as a whole, as no enrollment figures showing the color division can be procured. Such a comparison confined to Burlington and Union counties, however, shows a seven per cent greater mortality among the colored than among the white.

3. Roughly speaking, slightly more than twenty per cent of the eliminated pupils, the percentage varying only slightly for colored and white, transferred to other schools.

Conclusions

1. The data for the state as a whole are insufficient for the drawing of conclusions concerning the relative mortality among white and colored pupils.

2. As large a percentage of the colored as of the white drop-outs transferred to other schools.

V

Chronological Age and School Progress

1. *Chronological Age*

One of the important factors to be considered in any such study as the present one is chronological age. If there is an age danger-zone, at which the tendency for pupils to leave school is most pronounced, a knowledge of the existing trends should be invaluable to school executives and personnel workers.

That there is such a danger-zone is made very clear by tables XII, XIII, XIV, XV, XVI, XVII, and XVIII, all of which indicate that the period from fourteen to sixteen years of age is, in grade nine, the time when the registry suffers the heaviest loss, and that in each successive grade the danger age-span advances by one year, the period from fifteen to seventeen witnessing approximately seventy-five per cent of the elimination from the tenth grade, and the period from sixteen to eighteen including seventy-five per cent of the eleventh grade elimination. A slightly anomalous condition prevails with regard to the twelfth grade elimination. To be specific: in the 1925-1926 division of the study (see Table XII), 74.70 per cent of the entire twelfth grade elimination group were from seventeen to nineteen years of age, while 74.71 per cent of the group eliminated were included in the sixteen to eighteen age-span. Among the twelfth grade drop-outs exclusive of transfers for the same year (see Table XIII), 76.48 per cent were from seventeen to nineteen years of age and 74.51 per cent were from sixteen to eighteen years old.

The summer drop-out study shows a strikingly similar situation in the twelfth grade: 68.00 per cent of the entire elimination group were from seventeen to nineteen years of age, while 68.01 per cent of the group eliminated were included in the sixteen to eighteen age-span. Among the drop-outs exclusive of transfers the condition is less pronounced (see Table XV,) 70.16 per cent of the mortality in the twelfth grade being included

within the seventeen to nineteen age-limits and only 64.18 per cent within the sixteen to eighteen age-limits.

In the third division of the study (the first term of 1926-1927) the twelfth grade drop-out within the sixteen to eighteen age-limits (see Table XVI) comprised 81.75 per cent of the entire elimination, that within the seventeen to nineteen age-limits constituting only 75.11 per cent of the elimination, the same condition prevailing for the drop-out exclusive of transfers (see Table XVII), when 83.99 per cent of the elimination was on the part of pupils sixteen to eighteen years of age and only 78.28 per cent on the part of pupils seventeen to nineteen years old.

On the contrary, the second term's elimination for 1926-1927 (see Table XVIII) shows consistently the danger age-span to increase from fourteen to sixteen in the ninth grade to seventeen to nineteen in the twelfth grade.

Inasmuch as the New Jersey school code specifies that children must remain in school until they are sixteen years of age, unless, after reaching fourteen years of age, they secure working-papers entitling them to waive the first article of the compulsory education law, it might be expected that the big bulk of the drop-out should fall within the fourteen to sixteen age limit. It is encouraging to note that the period of heaviest loss falls within the fifteen to seventeen age-limits. The last section of each of the tables, showing the combined male and female drop-out in all grades combined, presents this fact clearly. Throughout, the tendency is observable for the girls to leave earlier than the boys (see Chart 4, page 69). Inasmuch as the conditions portrayed by Chart 4 for 1925-1926 are, in general, typical for all the divisions of the study, separate charts have not been included.

CHART 4

COMPARISON OF THE AGES OF BOYS AND GIRLS (ENTIRE DROP-OUT 1925–1926)

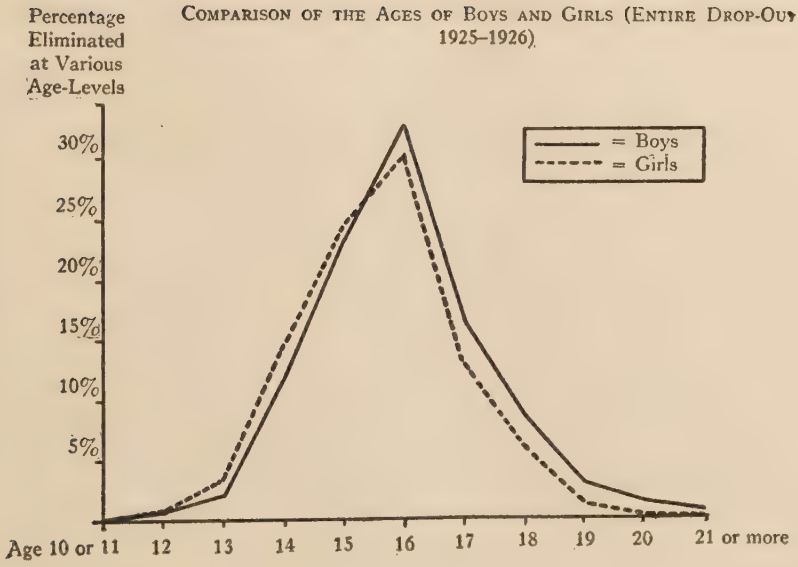


TABLE XII

1925–1926

PERCENTAGE OF PUPILS LEAVING IN THE VARIOUS GRADES AT VARIOUS AGES

All Drop-Outs

9TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.04	.48	3.79	19.57	31.90	30.41	8.68	2.53	.65	.25	.11	1.59	100%
Girls	.05	.82	5.68	25.63	30.81	23.66	4.68	1.29	.28	.23	.09	6.78	100%
Combined	.04	.63	4.63	22.24	31.42	27.44	6.92	1.98	.48	.24	.10	3.88	100%

10TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.05	.05	.51	6.64	23.72	39.62	17.78	8.15	2.02	.61	.10	.75	100%
Girls	.00	.12	.98	9.68	28.41	37.80	12.35	3.95	.92	.23	.23	5.33	100%
Combined	.03	.08	.73	8.06	25.89	38.78	15.25	6.20	1.51	.43	.16	2.88	100%

11TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.10	.00	.00	.93	8.11	29.87	27.93	20.33	7.80	3.08	.72	1.13	100%
Girls	.00	.00	.23	1.46	10.76	35.09	28.48	12.89	3.47	.78	.45	6.39	100%
Combined	.05	.00	.11	1.18	9.38	32.37	28.19	16.77	5.74	1.98	.59	3.64	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	1.38	10.19	33.33	28.10	15.43	8.27	2.48	.82	100%
Girls	.00	.00	.00	.32	1.30	19.10	31.71	27.51	12.94	.97	1.62	4.53	100%
Combined	.00	.00	.00	.15	1.34	14.29	32.59	27.83	14.28	4.91	2.08	2.53	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.05	.23	1.89	11.20	23.60	32.13	16.19	8.74	3.12	1.30	.35	1.20	100%
Girls	.02	.39	2.80	14.49	24.71	30.15	13.06	5.79	1.84	.37	.29	6.09	100%
Combined	.04	.30	2.31	12.70	24.11	31.23	14.77	7.39	2.52	.88	.32	3.43	100%

TABLE XIII

1925–1926

PERCENTAGE OF PUPILS LEAVING IN THE VARIOUS GRADES AT VARIOUS AGES

Permanent Drop-Outs

9TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.05	.05	1.87	17.20	31.31	34.00	9.68	2.97	.73	.28	.13	1.73	100%
Girls	.00	.31	3.54	23.03	31.72	26.82	4.65	1.68	.25	.25	.12	7.63	100%
Combined	.03	.16	2.57	19.67	31.48	30.96	7.55	2.42	.53	.26	.14	4.23	100%

10TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.06	.00	.13	5.31	21.99	41.14	18.90	9.21	2.29	.67	.12	.18	100%
Girls	.00	.00	.69	6.48	25.75	42.56	13.96	4.32	1.00	.31	.31	4.62	100%
Combined	.04	.00	.38	5.83	23.66	41.77	16.70	7.03	1.72	.51	.20	2.16	100%

11TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.125	.00	.00	6.25	6.25	30.13	28.12	20.50	8.88	3.50	.87	1.00	100%
Girls	.00	.00	.00	.75	8.85	36.43	30.14	13.94	3.60	.89	.45	4.95	100%
Combined	.07	.00	.00	.68	7.43	32.99	29.04	17.52	6.48	2.32	.68	2.79	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	.00	8.90	31.67	30.96	15.66	9.25	2.49	1.07	100%
Girls	.00	.00	.00	.00	.45	17.33	32.00	28.89	13.33	.89	2.22	4.89	100%
Combined	.00	.00	.00	.00	.20	12.65	31.82	30.04	14.62	5.54	2.37	2.76	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.06	.02	.88	9.57	22.32	34.29	17.01	9.51	3.44	1.45	.39	1.06	100%
Girls	.00	.13	1.74	12.11	23.82	33.31	13.92	6.34	1.87	.42	.37	5.97	100%
Combined	.04	.09	1.26	10.68	22.98	33.85	15.66	8.13	2.75	1.00	.38	3.18	100%

TABLE XIV

Summer Drop-Out Between 1926 and 1927

Percentage of Pupils Leaving the Various Grades at Various Ages

All Drop-Outs

9th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.70	3.73	15.75	30.69	32.44	10.50	3.85	.93	.47	.00	.94	100%
Girls	.00	.00	4.09	20.00	30.00	32.84	9.65	2.38	.68	.12	.12	.12	100%
Combined	.00	.34	3.91	17.90	30.34	32.65	10.08	3.11	.81	.29	.06	.51	100%

10th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.12	1.01	6.27	19.70	38.77	21.21	8.91	2.39	.88	.62	.12	100%
Girls	.00	.00	1.16	7.08	22.78	39.24	18.41	8.11	2.45	.13	.25	.39	100%
Combined	.00	.06	1.08	6.67	21.22	39.01	19.82	8.52	2.42	.51	.45	.24	100%

11TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.00	.29	.29	1.46	7.58	28.00	26.53	23.03	9.33	2.91	.29	.29	100%
Girls	.00	.00	.00	.82	9.62	33.24	26.37	19.51	8.24	1.92	.28	.00	100%
Combined	.00	.14	.14	1.13	8.63	30.70	26.45	21.22	8.77	2.40	.28	.14	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	5.16	15.46	19.59	24.74	21.65	11.34	2.06	.00	100%
Girls	.00	.00	.00	1.28	1.28	19.23	28.21	30.77	11.54	7.69	.00	.00	100%
Combined	.00	.00	.00	.57	3.43	17.15	23.43	27.43	17.14	9.71	1.14	.00	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.38	1.96	9.07	21.53	33.33	17.62	9.89	3.82	1.53	.39	.48	100%
Girls	.00	.00	2.15	11.20	22.73	34.77	16.48	8.53	3.05	.71	.19	.19	100%
Combined	.00	.19	2.05	10.14	22.13	34.06	17.05	9.21	3.44	1.12	.29	.32	100%

TABLE XV

Summer Drop Between '26 and '27

Percentage of Pupils Leaving the Various Grades at Various Ages

Permanent Drop-Outs

9th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.32	1.11	11.92	30.21	37.04	12.08	4.61	1.27	.64	.00	.80	100%
Girls	.00	.00	2.49	17.29	29.13	37.07	10.90	2.18	.62	.16	.16	.00	100%
Combined	.00	.16	1.81	14.64	29.66	37.06	11.49	3.38	.94	.39	.08	.39	100%

10th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.00	.34	5.08	16.27	41.36	22.03	10.51	2.71	.85	.68	.17	100%
Girls	.00	.00	.36	5.15	18.83	42.10	20.42	9.59	2.66	.00	.36	.53	100%
Combined	.00	.00	.35	5.12	17.52	41.71	21.25	10.06	2.69	.43	.52	.35	100%

11TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.44	.44	.44	3.53	25.99	29.08	25.55	11.01	3.08	.44	.00	100%
Girls	.00	.00	.00	.85	7.62	31.36	25.85	21.19	10.17	2.54	.42	.00	100%
Combined	.00	.22	.22	.64	5.63	28.72	27.43	23.32	10.58	2.81	.43	.00	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	2.70	12.16	18.92	24.33	25.68	13.51	2.70	.00	100%
Girls	.00	.00	.00	.00	1.68	18.33	28.33	28.33	15.00	8.33	0.00	.00	100%
Combined	.00	.00	.00	.00	2.24	14.92	23.14	26.12	20.90	11.19	1.49	.00	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.19	.66	6.97	19.48	35.86	18.82	10.99	4.48	1.71	.46	.38	100%
Girls	.00	.00	1.20	9.46	20.79	37.31	17.52	9.00	3.46	.79	.27	.20	100%
Combined	.00	.10	.93	8.21	20.13	36.58	18.17	9.99	3.97	1.26	.36	.30	100%

TABLE XVI

First Term 1926–1927

Percentage of Pupils Leaving in the Various Grades at Various Ages

All Drop-Outs

9TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.10	.94	5.78	22.58	33.62	25.21	7.46	2.42	.21	.10	.00	1.57	100%
Girls	.12	1.29	8.21	27.43	34.59	18.99	5.51	1.29	.23	.23	.00	2.11	100%
Combined	.11	1.11	6.92	24.87	34.08	22.27	6.54	1.88	.22	.17	.00	1.83	100%

10TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTA
Boys	.00	.00	2.23	9.87	25.00	32.33	19.11	6.69	2.39	.32	.32	1.75	100%
Girls	.00	.16	1.48	10.84	31.53	36.45	14.78	3.62	.66	.00	.16	.32	100%
Combined	.00	.08	1.86	10.35	28.21	34.36	16.98	5.18	1.53	.16	.24	1.05	100%

11TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.00	.00	.48	1.67	12.41	26.49	27.45	17.42	9.55	2.15	1.19	1.19	100%
Girls	.00	.00	.00	2.14	16.82	37.61	24.16	11.01	4.28	1.84	.61	1.53	100%
Combined	.00	.00	.27	1.88	14.34	31.37	26.00	14.61	7.24	2.01	.94	1.34	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	1.72	14.65	27.59	36.21	11.21	5.18	3.44	.00	100%
Girls	.00	.00	.00	.80	2.40	18.40	41.60	24.80	8.80	1.60	1.60	.00	100%
Combined	.00	.00	.00	.42	2.08	16.60	34.86	30.29	9.96	3.30	2.49	.00	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.04	.43	3.36	13.43	25.11	27.00	15.98	8.51	3.31	.85	.50	1.46	100%
Girls	.05	.63	4.13	16.09	28.48	27.69	15.00	5.23	1.62	.52	.26	.30	100%
Combined	.05	.52	3.72	14.69	26.71	27.33	15.04	6.95	2.51	.69	.40	1.39	100%

TABLE XVII

First Term 1926–1927

Percentage of Pupils Leaving in the Various Grades at Various Ages

Permanent Drop-Outs

9TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.00	.42	2.66	19.02	35.10	28.53	9.09	2.80	.14	.14	.00	2.10	100%
Girls	.00	.65	6.52	26.22	34.85	21.83	6.34	1.30	.33	.33	.00	1.63	100%
Combined	.00	.53	4.44	22.35	34.99	25.43	7.82	2.11	.23	.23	.00	1.87	100%

10TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.00	.00	.83	7.04	23.19	36.64	20.08	7.04	2.90	.21	.21	1.86	100%
Girls	.00	.00	.81	7.52	32.11	37.81	16.46	4.07	.82	.00	.20	.20	100%
Combined	.00	.00	.82	7.28	27.69	37.23	18.25	5.54	1.85	.10	.21	1.03	100%

11TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.00	.00	.00	1.24	9.94	27.32	27.95	18.33	9.94	2.80	1.24	1.24	100%
Girls	.00	.00	.00	1.13	15.04	39.10	25.19	12.03	4.13	1.88	.37	1.13	100%
Combined	.00	.00	.00	1.20	12.24	32.65	26.70	15.47	7.31	2.38	.85	1.20	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	0.00	.00	.00	10.84	31.33	39.76	9.64	3.61	4.82	.00	100%
Girls	.00	.00	0.00	1.09	3.26	16.30	42.39	27.17	6.52	1.09	2.18	.00	100%
Combined	.00	.00	0.00	.57	1.72	13.71	37.14	33.14	8.00	2.29	3.43	.00	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.19	1.44	10.85	24.64	29.82	17.34	9.11	3.43	.87	.56	1.75	100%
Girls	.00	.27	3.00	13.80	28.35	29.99	15.44	5.81	1.57	.55	.27	.95	100%
Combined	.00	.23	2.18	12.26	26.41	29.90	16.43	7.53	2.54	.72	.43	1.37	100%

TABLE XVIII

Second Term 1926–1927

Percentage of Pupils Leaving the Various Grades at Various Ages

All Drop-Outs

9th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.00	1.49	15.84	31.19	36.14	12.37	1.49	.49	.00	.00	.99	100%
Girls	.00	.00	4.88	25.00	32.32	25.61	9.15	2.43	.61	.00	.00	.00	100%
Combined	.00	.00	3.01	19.95	31.70	31.42	10.93	1.91	.54	.00	.00	.54	100%

10th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.00	1.83	6.10	17.07	34.76	27.44	7.31	4.27	1.22	.00	.00	100%
Girls	00	.00	.80	6.45	24.19	34.68	17.74	12.90	3.24	.00	.00	.00	100%
Combined	.00	.00	1.39	6.25	20.14	34.72	23.27	9.72	3.82	.69	.00	.00	100%

11TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	7.31	30.49	25.61	20.73	10.98	3.66	.00	1.22	100%
Girls	.00	.00	.00	2.63	10.53	23.68	34.21	21.04	7.91	0.00	.00	.00	100%
Combined	.00	.00	.00	1.27	8.86	27.22	29.75	20.88	9.49	1.90	.00	.63	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	.00	7.14	35.71	17.86	28.57	3.58	7.14	.00	100%
Girls	.00	.00	.00	7.41	.00	7.41	37.04	18.41	18.61	7.41	3.71	.00	100%
Combined	.00	.00	.00	3.64	.00	7.27	36.37	18.18	23.64	5.45	5.45	.00	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	1.26	8.82	20.38	32.98	21.22	7.78	5.85	1.26	.42	.63	100%
Girls	.00	.00	2.30	13.55	23.27	26.86	18.67	10.49	4.09	.51	.26	.00	100%
Combined	.00	.00	1.73	10.95	21.68	30.22	20.07	9.00	4.73	.92	.35	.35	100%

Table XIX shows the magnitude of the drop-out for each grade within the age-span previously designated as the danger-zone. The table should be read thus: during the school year 1925-1926 eighty-two per cent of the boys and eighty per cent of the girls who left the ninth grade were from fourteen to sixteen years of age, etc.

TABLE XIX

AGE DANGER-ZONE FOR EACH GRADE IN EACH DIVISION OF THE STUDY

GRADE	AGE SPAN INCLUDING BULK OF ELIMINATION	EXTENT OF ELIMINATION INCLUDED WITHIN THE AGE-SPAN INDICATED			
		1925–1926	SUMMER BETWEEN '26 and '27	FIRST TERM '27–'28	SECOND TERM '27–'28
IX Boys	14–16	81.88%	81.12%	78.13%	76.86%
Girls	14–16	80.10%	78.56%	76.46%	72.16%
X Boys	15–17	78.88%	79.68%	77.56%	65.98%
Girls	15–17	82.84%	80.43%	79.12%	70.52%
XI Boys	16–18	81.41%	76.44%	71.36%	75.01%
Girls	16–18	81.01%	82.76%	72.78%	75.20%
XII Boys	17–19	83.17%	79.27%	76.83%	82.14%
Girls	17–19	82.93%	76.61%	78.93%	74.06%

Table XIX is based on the complete drop-out, including transferred pupils. Even a casual galnce at Tables XIII, XV, and XVII will show that the same danger-zone age limits prevail for the drop-outs exclusive of transfers.

The portion of the study portraying the drop-out situation for the year 1925-1926 is the only section of the study in which the elimination of colored pupils reported was sufficiently large to show any significant trends. Tables XX and XXI present the percentages of white and colored pupils leaving in the various grades at the various ages. They indicate that, in the school year 1925-1926, there was a very pronounced tendency for the white pupils who left school to do so at a considerably earlier age than was the case with the colored pupils who left. It will readily be noted that:

87.05 per cent of the ninth grade white boys who left had done so before reaching 17 years of age.

Whereas only 60.44 per cent of the ninth grade colored boys who left had done so before reaching 17 years of age.

87.60 per cent of the ninth grade white girls who left had done so before reaching 17 years of age.

Whereas only 61.53 per cent of the ninth grade colored girls who left had done so before reaching 17 years of age.

89.06 per cent of the tenth grade white boys who left had done so before reaching 18 years of age.

Whereas only 62.97 per cent of the tenth grade colored boys who left had done so before reaching 18 years of age.

89.92 per cent of the tenth grade white girls who left had done so before reaching 18 years of age.

Whereas only 72.88 per cent of the tenth grade colored girls who left had done so before reaching 18 years of age.

87.80 per cent of the eleventh grade white boys who left had done so before reaching 19 years of age.

Whereas only 66.67 per cent of the eleventh grade colored boys who left had done so before reaching 19 years of age.

89.16 per cent of the eleventh grade white girls who left had done so before reaching 19 years of age.

Whereas only 81.48 per cent of the eleventh grade colored girls who left had done so before reaching 19 years of age.

89.07 per cent of the twelfth grade white boys who left had done so before reaching 20 years of age.

Whereas only 57.15 per cent of the twelfth grade colored boys who left had done so before reaching 20 years of age.

93.07 per cent of the twelfth grade white girls who left had done so before reaching 20 years of age.

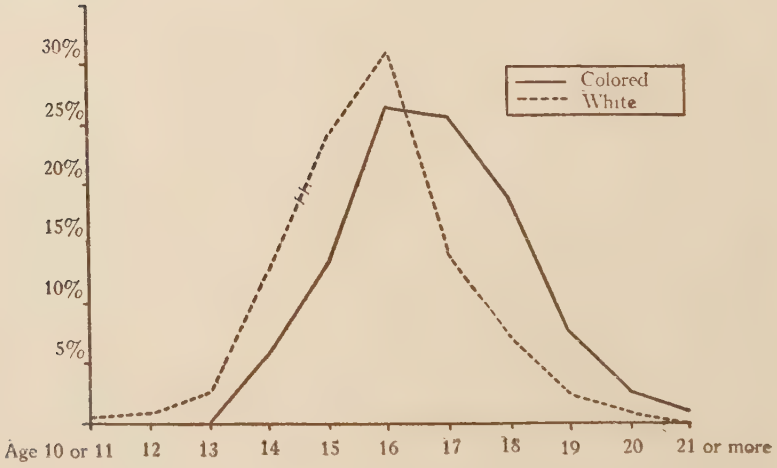
Whereas only 83.34 per cent of the twelfth grade colored girls who left had done so before reaching 20 years of age.

Chart 5 (page 86) presents graphically a comparison of the ages of white and colored pupils eliminated in 1925-1926.

Unfortunately there are no data available relative to the age of white and colored pupils separately considered, on entering the ninth grade, nor are there data from which an age-grade table could be constructed. Experience would indicate that the colored pupils are, on entering high school, considerably older as a group, than are the white pupils. It would, therefore,

CHART 5

AGE OF WHITE AND COLORED DROP-OUT PUPILS (1925–1926)



be expected that relatively the same age-superiority would characterize the drop-out colored group.

2. *Chronological Age and School Progress*

Tables XXII, XXIII, XXIV, XXV, XXVI, XXVII, XXVIII, XXIX, XXX, and XXXI are age-grade tables, showing the school progress of the pupils who left school at each age-level.

These tables must be interpreted with liberal allowances for the indeterminate factors to which any attempt at generalizations concerning high school grade classification is subject. Each school has its own standard of achievement and promotion; for example, one school may classify as a tenth grade pupil one who still has two ninth grade conditions to remove, another may limit to one subject the condition allowance, and a third may insist for tenth grade standing upon a ninth grade record clear of conditions. It must be remembered, too, that the ages here recorded are those that appear in the school register; hence they are reported as of September 1 for the school year under consideration. Thus, an extreme case might permit practically a full year's difference of age on the part of two pupils here recorded as of the same age. In spite of these limiting factors, however, the age-grade tables may be regarded as presenting as accurate a picture of the age and progress combination of the drop-out pupils as it is possible to secure from the available data.

It is unfortunate that there are not on file with the New Jersey State Department of Public Instruction records sufficiently comprehensive to furnish the information necessary to the making of an age-grade table for the entire high school population for the years 1925-'26 and 1926-'27. Without such records, it is impossible to determine how typical of the entire school group the drop-out is.

Separate age-grade tables for the transferred students are presented for the first three divisions of the study, as the facts concerning the transferred pupils are the only index available to indicate the traits of those pupils who did not leave school permanently. Naturally, the probability is that the transferred pupils were not as stable a group as those who remained in school;

TABLE XX

1925–1926

PERCENTAGE OF WHITE PUPILS LEAVING IN THE VARIOUS GRADES AT VARIOUS AGES

9TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.04	.48	3.92	20.01	32.35	30.25	8.08	2.39	.52	.19	.12	1.65	100%
Girls	.05	.86	5.85	26.15	31.10	23.59	3.90	.95	.19	.23	.09	7.04	100%
Combined	.04	.65	4.77	22.72	31.79	27.32	6.24	1.76	.38	.21	.10	4.02	100%

10TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.05	.05	.52	6.67	24.17	40.11	17.49	7.56	1.92	.57	.11	.78	100%
Girls	.00	.12	1.02	10.03	29.05	37.81	11.89	3.42	.72	.24	.24	5.46	100%
Combined	.03	.09	.75	8.23	26.43	39.05	14.89	5.64	1.36	.42	.17	2.94	100%

11TH	10 or 11	12	13	14	15	16	17	18	19	20	21 or MORE	UNCL.	TOTAL
Boys	.11	.00	.00	.95	8.32	30.53	28.21	19.68	7.47	2.94	.63	1.16	100%
Girls	.00	.00	.24	1.39	10.99	35.84	28.33	12.37	3.01	.81	.47	6.55	100%
Combined	.06	.00	.11	1.16	9.59	33.06	28.26	16.19	5.34	1.93	.55	3.75	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	1.41	10.40	33.71	28.38	15.17	7.59	2.50	.84	100%
Girls	.00	.00	.00	.33	1.32	19.14	32.02	27.06	13.20	.99	1.32	4.62	100%
Combined	.00	.00	.00	.15	1.37	14.42	32.93	27.77	14.26	4.55	1.97	2.58	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.05	.24	1.95	11.38	23.95	32.33	15.93	8.42	2.98	1.20	.34	1.23	100%
Girls	.02	.41	2.88	14.79	25.05	30.26	12.59	5.39	1.66	.39	.28	6.28	100%
Combined	.03	.31	2.37	12.93	24.46	31.39	14.41	7.04	2.38	.83	.32	3.53	100%

TABLE XXI

1925–1926

Percentage of Colored Pupils Leaving in the Various Grades at Various Ages

9th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.00	0.00	6.60	18.68	35.16	26.37	6.60	4.40	2.19	.00	.00	100%
Girls	.00	.00	1.28	11.54	23.07	25.64	25.64	10.26	2.57	.00	.00	.00	100%
Combined	.00	.00	.59	8.87	20.71	30.77	26.04	8.29	3.55	1.18	.00	.00	100%

10th	10 or 11	12	13	14	15	16	17	18	19	20	21 or more	uncl.	total
Boys	.00	.00	.00	5.55	7.41	22.23	27.78	29.63	5.55	1.85	.00	.00	100%
Girls	.00	.00	.00	.00	10.17	37.29	25.42	18.64	6.78	.00	.00	1.70	100%
Combined	.00	.00	.00	2.66	8.85	30.09	26.55	23.90	6.19	.88	.00	.88	100%

11TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	.00	4.17	16.67	45.83	20.83	8.33	4.17	.00	100%
Girls	.00	.00	.00	3.705	3.705	11.11	33.33	29.63	18.52	.00	.00	.00	100%
Combined	.00	.00	.00	1.96	1.96	7.85	25.49	37.25	19.61	3.92	1.96	.00	100%

12TH	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	.00	.00	.00	14.29	14.29	28.57	42.85	.00	.00	100%
Girls	.00	.00	.00	.00	.00	16.67	16.67	50.00	.00	.00	16.66	.00	100%
Combined	.00	.00	.00	.00	.00	7.69	15.38	30.78	15.38	23.08	7.69	.00	100%

ALL GRADES COMBINED	10 OR 11	12	13	14	15	16	17	18	19	20	21 OR MORE	UNCL.	TOTAL
Boys	.00	.00	.00	5.11	11.93	25.57	25.00	19.32	7.95	4.55	.57	.00	100%
Girls	.00	.00	.59	5.88	14.70	27.06	26.47	17.65	6.47	0.00	.59	.59	100%
Combined	.00	.00	.29	5.49	13.29	26.30	25.72	18.50	7.23	2.31	.58	.29	100%

in the absence of more detailed information, however, a comparison of the two groups is of interest.

A study of the age-grade tables and of Tables XII, XIII, XIV, XV, XVI, XVII, XVIII and XIX points to the conclusion that there are no significant differences between the ages of the permanent drop-outs and the transferred pupils, though the tendency is observable for the peak of the drop-out to be reached at a slightly earlier age by the transferred group, and for the pupils nineteen and more years of age to be numbered among the permanent drop-outs rather than among the transfers.

The extent of overageness among the drop-outs is presented in Tables XXXII, XXXIII, XXXIV, XXXV, and XXXVI, and in Chart 6, page 112. For use in compiling these tables, the State Department of Public Instruction furnished the following definitions:

"A pupil leaving the ninth grade at sixteen years of age is one year overage; a pupil leaving the tenth grade at seventeen is one year overage, etc.

"A pupil leaving the ninth grade at seventeen years of age is two years overage; a pupil leaving the tenth grade at eighteen years of age is two years overage, etc."

The diversity of practice in classifying pupils, previously referred to, must be borne in mind in reading these tables.

The significant facts revealed by these tables for 1925-1926 may be summed up thus:

1. Overageness by at least one year on the part of the entire drop-out group (including transfers) is in the case of both boys and girls most pronounced in the ninth grade, diminishing sharply in the tenth grade (a 13.90 per cent decrease for white boys, a 9.91 per cent decrease for colored boys, a 12.44 per cent decrease for white girls, and a 13.26 per cent decrease for colored girls), increasing slightly in the eleventh grade, and again decreasing in the twelfth grade. In the group exclusive of transfers the only variation of the conditions reported for the entire drop-out appears in the case of the transferred girls, whose percentage of overageness by at least one year shows in the eleventh grade a decrease from the tenth grade.

In the transferred group, for both boys and girls, the percentage of overageness by at least one year shows, in the twelfth grade, a slight increase over that in the eleventh grade, the number of overage twelfth grade transfers being so small, however, as to preclude intelligible comparisons.

Chart 6, page 112, presents these comparative data clearly, pointing definitely to the conclusion that with each successive grade the underage group becomes larger and the overage group smaller. Apparently more than one year's overageness was a contributing factor to the elimination of pupils in only a small percentage of cases. That the eliminated group was a fairly successful group is made apparent by the fact that, of the entire drop-out group, in the ninth grade 58.96 per cent were in either the underage or the normal age group; in the tenth grade, 73.57 per cent; in the eleventh grade, 71.28 per cent; and in the twelfth grade, 76.20 per cent.

2. The colored drop-out pupils show a much more marked tendency toward overageness than do the white pupils.

3. Both white and colored transferred pupils show much less of a tendency toward overageness than do the permanent drop-outs, except in the twelfth grade, where the variation is slight.

4. The boys who left school (both white and colored) show a strikingly greater tendency than the girls toward overageness.

5. In all cases of the white drop-out pupils, the great bulk of the overageness is among pupils overage by only one year, whereas the overage colored pupils are much more scattered. The numbers of the transferred colored pupils are so small as to make deductions concerning them impracticable.

Let us check Tables XXXII and XXXIII with Tables XXXIV and XXXV, to compare the overageness situation for 1925-1926 with that for the first term of 1926-1927.

There is only one striking difference to be noted:

1. In the case of the girls in both the entire drop-out group and the drop-out exclusive of transfers, the percentage of pupils overage by at least one year shows in each successive grade, a diminution, instead of there being, as noted for 1925-1926, an increase in the eleventh grade of the percentage of pupils

overage by at least one year over the percentage recorded for the tenth grade.

Table XXXVI (showing the extent of overageness for the second term of 1926-1927) verifies in every particular the findings for 1925-1926, except that there is noted, as in the case of the girls for the first term of 1926-1927, a tendency for a diminution of percentage of pupils overage by at least one year to appear in each successive grade for both boys and girls.

The feasibility of comparison between one state and another with regard to deductions drawn from school records is always problematic. That it is justly so is well illustrated by reference to the meaning of the findings here recorded with regard to age and school progress in combination.

As has been pointed out, the Department of Public Instruction of the State of New Jersey regards as one year overage the pupil who at sixteen is enrolled in the ninth grade, as two years overage the pupil who enters the ninth grade at seventeen, etc. The pupil of normal age and progress is described as the pupil who enters the ninth grade at fifteen, the tenth grade at sixteen, the eleventh grade at seventeen, and the twelfth grade at eighteen. The pupil who enters the ninth grade at fourteen is one year underage; the pupil entering the ninth grade at thirteen is two years underage, etc.

The terms underage, normal age, and overage are variously employed and interpreted, some school organizations using the one-year span; others, the one-and-a-half-year span, and still others, the two-year span.

The impracticability of complete uniformity in all matters of school record and procedure is obvious, the point under discussion furnishing a practical example. Whereas in most states six years is prescribed as the minimum age at which a child may enter public school, the Constitution of the State of New Jersey expressly specifies that children may be permitted to attend school at five years of age.[1] There is wide variety

[1] New Jersey State Constitution, Article IV, Legislative Section VII, 6—The legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in this State between the ages of five and eighteen years.

TABLE XXII

Age-Grade Table—All Drop-Outs (School Year 1925–1926)

Boys

AGE	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	1	0	13	0	105	0	535	6	865	17	809	32	216	24	64	6	14	4	5	2	0	0	1	0	1	0	0	0	1	0	44	0	2674	91	2765	45.42
10	1	0	1	0	10	0	129	3	467	4	775	12	338	15	146	16	37	3	11	1	1	0	1	0	0	0	0	0	0	0	15	0	1932	54	1986	32.63
11	1	0	0	0	0	0	9	0	79	0	290	1	268	4	187	11	71	5	28	2	2	1	2	0	0	0	2	0	0	0	11	0	950	24	974	15.99
12	0	0	0	0	0	0	0	0	5	0	37	0	120	1	101	1	54	2	27	3	4	0	3	0	1	0	0	0	1	0	3	0	356	7	363	5.96
Totals	3	0	14	0	115	0	673	9	1416	21	1911	45	942	44	498	34	176	14	71	8	7	1	7	0	2	0	2	0	2	0	73	0	5912	176	6088	100

Girls

9	1	0	18	0	123	1	550	9	654	18	496	20	82	20	20	8	4	2	5	0	2	0	0	0	0	0	0	0	0	0	148	0	2103	78	2181	42.71
10	0	0	2	0	17	0	167	0	484	6	630	22	198	15	57	11	12	4	4	0	2	0	0	0	0	0	0	0	2	0	91	1	1666	59	1725	33.78
11	0	0	0	0	2	0	12	1	95	1	310	3	245	9	107	8	26	5	7	0	2	0	2	0	0	0	0	0	0	0	57	0	865	27	892	17.46
12	0	0	0	0	0	0	1	0	4	0	58	1	97	1	82	3	40	0	3	0	2	1	2	0	0	0	0	0	0	0	14	0	303	6	309	6.05
Totals	1	0	20	0	142	1	730	10	1237	25	1494	46	622	45	266	30	82	11	19	0	8	1	4	0	0	0	0	0	2	0	310	1	4937	170	5107	100

Boys and Girls Combined

9	2	0	31	0	228	1	1085	15	1519	35	1305	52	298	44	84	14	18	6	10	2	2	0	1	0	1	0	0	0	1	0	192	0	4777	169	4946	44.18
10	1	0	3	0	27	0	296	3	951	10	1405	34	536	30	203	27	49	7	15	1	3	0	1	0	0	0	0	0	2	0	106	1	3598	113	3711	33.15
11	1	0	0	0	2	0	21	1	174	1	600	4	513	13	294	19	97	10	35	2	4	1	4	0	0	0	2	0	0	0	68	0	1815	51	1866	16.67
12	0	0	0	0	0	0	1	0	9	0	95	1	217	2	183	4	94	2	30	3	6	1	5	0	1	0	0	0	1	0	17	0	659	13	672	6.00
Totals	4	0	34	0	257	1	1403	19	2653	46	3405	91	1564	89	764	64	258	25	90	8	15	2	11	0	2	0	2	0	4	0	383	1	10849	346	11195	100

TABLE XXIII

Age-Grade Table (Transfers) 1925–1926

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	0	0	12	0	64	0	162	2	191	5	86	10	26	2	4	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	6	0	554	20	574	47.95
10	0	0	1	0	8	0	45	1	114	1	121	0	45	2	11	2	3	0	1	0	0	0	0	0	0	0	0	0	0	0	12	0	361	6	367	30.66
11	0	0	0	0	0	0	4	0	29	0	49	1	45	2	29	5	5	0	2	0	0	0	0	0	0	0	0	0	0	0	3	0	166	8	174	14.54
12	0	0	0	0	0	0	0	0	5	0	12	0	31	1	15	0	12	0	4	0	1	0	1	0	0	0	0	0	0	0	0	0	81	1	82	6.85
Totals	0	0	13	0	72	0	211	3	339	6	268	11	147	7	59	8	22	0	8	0	1	0	1	0	0	0	0	0	0	0	21	0	1162	35	1197	100

Girls

9	1	0	13	0	67	0	183	5	155	6	80	4	22	5	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	25	0	548	22	570	43.61
10	0	0	2	0	8	0	83	0	153	3	95	5	29	3	11	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	31	1	415	13	428	32.75
11	0	0	0	0	2	0	8	0	36	1	70	0	52	1	20	2	7	0	1	0	0	0	1	0	0	0	0	0	0	0	24	0	221	4	225	17.21
12	0	0	0	0	0	0	1	0	3	0	19	1	26	0	20	0	10	0	1	0	0	0	0	0	0	0	0	0	0	0	3	0	83	1	84	6.43
Totals	1	0	15	0	77	0	275	5	347	10	264	10	129	9	51	4	21	1	3	0	0	0	1	0	0	0	0	0	0	0	83	1	1267	40	1307	100

Boys and Girls Combined

9	1	0	25	0	131	0	345	7	346	11	166	14	48	7	4	2	3	1	2	0	0	0	0	0	0	0	0	0	0	0	31	0	1102	42	1144	45.68
10	0	0	3	0	16	0	128	1	267	4	216	5	74	5	22	3	6	0	1	0	0	0	0	0	0	0	0	0	0	0	43	1	776	19	795	31.75
11	0	0	0	0	2	0	12	0	65	1	119	1	97	3	49	7	12	0	3	0	0	0	1	0	0	0	0	0	0	0	27	0	387	12	399	15.94
12	0	0	0	0	0	0	1	0	8	0	31	1	57	1	35	0	22	0	5	0	1	0	1	0	0	0	0	0	0	0	3	0	164	2	166	6.63
Totals	1	0	28	0	149	0	486	8	686	16	532	21	276	16	110	12	43	1	11	0	1	0	2	0	0	0	0	0	0	0	104	1	2429	75	2504	100

TABLE XXIV

Age-Grade Table—Permanent Drop-Outs (1925–1926)

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	1	0	1	0	41	0	373	4	674	12	723	22	190	22	60	5	12	4	4	2	0	0	1	0	1	0	0	0	1	0	38	0	2120	71	2191	44.80
10	1	0	0	0	2	0	84	2	353	3	654	12	293	13	135	14	34	3	10	1	1	0	1	0	0	0	0	0	0	0	3	0	1571	48	1619	33.10
11	1	0	0	0	0	0	5	0	50	0	241	0	223	2	158	6	66	5	26	2	2	1	2	0	0	0	2	0	0	0	8	0	784	16	800	16.35
12	0	0	0	0	0	0	0	0	0	0	25	0	89	0	86	1	42	2	23	3	3	0	2	0	1	0	0	0	1	0	3	0	275	6	281	5.75
Totals	3	0	1	0	43	0	462	6	1077	15	1643	34	795	37	439	26	154	14	63	8	6	1	6	0	2	0	2	0	2	0	52	0	4750	141	4891	100

Girls

9	0	0	5	0	56	1	367	4	499	12	416	16	60	15	20	7	3	1	4	0	2	0	0	0	0	0	0	0	0	0	123	0	1555	56	1611	42.40
10	0	0	0	0	9	0	84	0	331	3	535	17	169	12	46	10	9	4	4	0	2	0	0	0	0	0	0	0	2	0	60	0	1251	46	1297	34.13
11	0	0	0	0	0	0	4	1	59	0	240	3	193	8	87	6	19	5	6	0	2	0	1	0	0	0	0	0	0	0	33	0	644	23	667	17.55
12	0	0	0	0	0	0	0	0	1	0	39	0	71	1	62	3	30	0	2	0	2	1	2	0	0	0	0	0	0	0	11	0	220	5	225	5.92
Totals	0	0	5	0	65	1	455	5	890	15	1230	36	493	36	215	26	61	10	16	0	8	1	3	0	0	0	0	0	2	0	227	0	3670	130	3800	100

Boys and Girls Combined

9	1	0	6	0	97	1	740	8	1173	24	1139	38	250	37	80	12	15	5	8	2	2	0	1	0	1	0	0	0	1	0	161	0	3675	127	3802	43.75
10	1	0	0	0	11	0	168	2	684	6	1189	29	462	25	181	24	43	7	14	1	3	0	1	0	0	0	0	0	2	0	63	0	2822	94	2916	33.55
11	1	0	0	0	0	0	9	1	109	0	481	3	416	10	245	12	85	10	32	2	4	1	3	0	0	0	2	0	0	0	41	0	1428	39	1467	16.88
12	0	0	0	0	0	0	0	0	1	0	64	0	160	1	148	4	72	2	25	3	5	1	4	0	1	0	0	0	1	0	14	0	495	11	506	5.82
Totals	3	0	6	0	108	1	917	11	1967	30	2873	70	1288	73	654	52	215	24	79	8	14	2	9	0	2	0	2	0	4	0	279	0	8420	271	8691	100

TABLE XXV

AGE-GRADE TABLE—ALL DROP-OUTS (Summer between 1926–1927)

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	0	0	6	0	32	0	132	3	262	1	273	5	85	5	31	2	7	1	4	0	0	0	0	0	0	0	0	0	0	0	8	0	840	17	857	40.93
10	0	0	1	0	8	0	50	0	155	2	306	3	161	8	68	3	18	1	6	1	2	3	0	0	0	0	0	0	0	0	1	0	776	21	797	38.06
11	0	0	1	0	1	0	4	1	26	0	96	0	88	3	78	1	32	0	10	0	1	0	0	0	0	0	0	0	0	0	1	0	338	5	343	16.38
12	0	0	0	0	0	0	0	0	5	0	15	0	18	1	24	0	21	0	11	0	0	1	1	0	0	0	0	0	0	0	0	0	95	2	97	4.63
Totals	0	0	8	0	41	0	186	4	448	3	690	8	352	17	201	6	78	2	31	1	3	4	1	0	0	0	0	0	0	0	10	0	2049	45	2094	100

Girls

9	0	0	0	0	36	0	176	0	260	4	287	2	80	5	19	2	6	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	867	13	880	41.93
10	0	0	0	0	9	0	54	1	175	2	305	0	141	2	59	4	17	2	1	0	2	0	0	0	0	0	0	0	0	0	3	0	766	11	777	37.02
11	0	0	0	0	0	0	3	0	34	1	118	3	95	1	70	1	26	4	7	0	1	0	0	0	0	0	0	0	0	0	0	0	354	10	364	17.34
12	0	0	0	0	0	0	1	0	1	0	15	0	22	0	24	0	9	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	78	0	78	3.71
Totals	0	0	0	0	45	0	234	1	470	7	725	5	338	8	172	7	58	6	15	0	4	0	0	0	0	0	0	0	0	0	4	0	2065	34	2099	100

Boys and Girls Combined

9	0	0	6	0	68	0	308	3	522	5	560	7	165	10	50	4	13	1	5	0	1	0	0	0	0	0	0	0	0	0	9	0	1707	30	1737	41.43
10	0	0	1	0	17	0	104	1	330	4	611	3	302	10	127	7	35	3	7	1	4	3	0	0	0	0	0	0	0	0	4	0	1542	32	1574	37.54
11	0	0	1	0	1	0	7	1	60	1	214	3	183	4	148	2	58	4	17	0	2	0	0	0	0	0	0	0	0	0	1	0	692	15	707	16.86
12	0	0	0	0	0	0	1	0	6	0	30	0	40	1	48	0	30	0	17	0	0	1	1	0	0	0	0	0	0	0	0	0	173	2	175	4.17
Totals	0	0	8	0	86	0	420	5	918	10	1415	13	690	25	373	13	136	8	46	1	7	4	1	0	0	0	0	0	0	0	14	0	4114	79	4193	100

TABLE XXVI

AGE-GRADE TABLE—TRANSFERS (Summer between '26 and '27)

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	0	0	4	0	25	0	59	1	73	0	44	1	13	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	224	4	228	39.72
10	0	0	1	0	6	0	20	0	61	0	65	0	39	0	9	0	3	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	206	1	207	36.07
11	0	0	0	0	0	0	3	1	18	0	37	0	25	0	21	0	7	0	3	0	0	0	0	0	0	0	0	0	0	0	1	0	115	1	116	20.21
12	0	0	0	0	0	0	0	0	3	0	6	0	5	0	6	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	23	0	23	4.00
Totals	0	0	5	0	31	0	82	2	155	0	152	1	82	1	39	1	12	0	6	0	0	1	0	0	0	0	0	0	0	0	4	0	568	6	574	100.00

Girls

9	0	0	0	0	20	0	65	0	74	3	50	1	14	1	6	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	232	6	238	39.79
10	0	0	0	0	7	0	26	0	70	1	68	0	27	1	9	0	4	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	212	2	214	35.79
11	0	0	0	0	0	0	1	0	16	1	46	1	35	0	20	1	5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	124	4	128	21.41
12	0	0	0	0	0	0	1	0	0	0	4	0	5	0	7	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	18	0	18	3.01
Totals	0	0	0	0	27	0	93	0	160	5	168	2	81	2	42	2	11	1	3	0	0	0	0	0	0	0	0	0	0	0	1	0	586	12	598	100.00

Boys and Girls Combined

9	0	0	4	0	45	0	124	1	147	3	94	2	27	2	9	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	456	10	466	39.77
10	0	0	1	0	13	0	46	0	131	1	133	0	66	1	18	0	7	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	418	3	421	35.92
11	0	0	0	0	0	0	4	1	34	1	83	1	60	0	41	1	12	1	4	0	0	0	0	0	0	0	0	0	0	0	1	0	239	5	244	20.82
12	0	0	0	0	0	0	1	0	3	0	10	0	10	0	13	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	41	0	41	3.49
Totals	0	0	5	0	58	0	175	2	315	5	320	3	163	3	81	3	23	1	9	0	0	1	0	0	0	0	0	0	0	0	5	0	1154	18	1172	100%

TABLE XXVII

Age-Grade Table—Permanent Drop-Outs (Summer between '26 and '27)

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	0	0	2	0	7	0	73	2	189	1	229	4	72	4	28	1	7	1	4	0	0	0	0	0	0	0	0	0	0	0	5	0	616	13	629	41.38
10	0	0	0	0	2	0	30	0	94	2	241	3	122	8	59	3	15	1	4	1	2	2	0	0	0	0	0	0	0	0	1	0	570	20	590	38.81
11	0	0	1	0	1	0	1	0	8	0	59	0	63	3	57	1	25	0	7	0	1	0	0	0	0	0	0	0	0	0	0	0	223	4	227	14.94
12	0	0	0	0	0	0	0	0	2	0	9	0	13	1	18	0	19	0	10	0	0	1	1	0	0	0	0	0	0	0	0	0	72	2	74	4.87
Totals	0	0	3	0	10	0	104	2	293	3	538	7	270	16	162	5	66	2	25	1	3	3	1	0	0	0	0	0	0	0	6	0	1481	39	1520	100%

Girls

9	0	0	0	0	16	0	111	0	186	1	237	1	66	4	13	1	4	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	635	7	642	42.77
10	0	0	0	0	2	0	28	1	105	1	237	0	114	1	50	4	13	2	0	0	2	0	0	0	0	0	0	0	0	0	3	0	554	9	563	37.51
11	0	0	0	0	0	0	2	0	18	0	72	2	60	1	50	0	21	3	6	0	1	0	0	0	0	0	0	0	0	0	0	0	230	6	236	15.72
12	0	0	0	0	0	0	0	0	1	0	11	0	17	0	17	0	9	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	60	0	60	4.00
Totals	0	0	0	0	18	0	141	1	310	2	557	3	257	6	130	5	47	5	12	0	4	0	0	0	0	0	0	0	0	0	3	0	1479	22	1501	100%

Boys and Girls Combined

9	0	0	2	0	23	0	184	2	375	2	466	5	138	8	41	2	11	1	5	0	1	0	0	0	0	0	0	0	0	0	5	0	1251	20	1271	42.07
10	0	0	0	0	4	0	58	1	199	3	478	3	236	9	109	7	28	3	4	1	4	2	0	0	0	0	0	0	0	0	4	0	1124	29	1153	38.16
11	0	0	1	0	1	0	3	0	26	0	131	2	123	4	107	1	46	3	13	0	2	0	0	0	0	0	0	0	0	0	0	0	453	10	463	15.33
12	0	0	0	0	0	0	0	0	3	0	20	0	30	1	35	0	28	0	15	0	0	1	1	0	0	0	0	0	0	0	0	0	132	2	134	4.44
Totals	0	0	3	0	28	0	245	3	603	5	1095	10	527	22	292	10	113	7	37	1	7	3	1	0	0	0	0	0	0	0	9	0	2960	61	3021	100%

TABLE XXVIII

AGE-GRADE TABLE—ALL DROP-OUTS (First Term 1926–1927)

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	1	0	9	0	55	0	215	0	313	7	232	8	68	3	21	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0	15	0	930	22	952	45.01
10	0	0	0	0	14	0	62	0	154	3	202	1	114	6	40	2	13	2	2	0	2	0	0	0	0	0	0	0	0	0	11	0	614	14	628	29.69
11	0	0	0	0	2	0	7	0	52	0	110	1	113	2	70	3	37	3	9	0	3	0	0	0	0	0	0	0	2	0	5	0	410	9	419	19.81
12	0	0	0	0	0	0	0	0	2	0	17	0	30	2	42	0	13	0	6	0	0	0	3	0	0	0	1	0	0	0	0	0	114	2	116	5.49
Totals	1	0	9	0	71	0	284	0	521	10	561	10	325	13	173	7	64	6	17	1	5	0	3	0	0	0	1	0	2	0	31	0	2068	47	2115	100

Girls

9	1	0	11	0	70	0	233	1	288	7	151	11	44	3	9	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	18	0	829	24	853	44.56
10	0	0	1	0	9	0	66	0	188	4	217	5	80	10	19	3	4	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	587	22	609	31.82
11	0	0	0	0	0	0	7	0	55	0	123	0	73	6	34	2	10	4	5	1	1	0	1	0	0	0	0	0	0	0	5	0	314	13	327	17.09
12	0	0	0	0	0	0	1	0	3	0	23	0	52	0	29	2	11	0	2	0	0	0	0	0	1	0	0	0	1	0	0	0	123	2	125	6.53
Totals	1	0	12	0	79	0	307	1	534	11	514	16	249	19	91	9	27	4	9	1	1	0	1	0	1	0	0	0	2	0	25	0	1853	61	1914	100

Boys and Girls Combined

9	2	0	20	0	125	0	448	1	601	14	383	19	112	6	30	4	3	1	2	1	0	0	0	0	0	0	0	0	0	0	33	0	1759	46	1805	44.80
10	0	0	1	0	23	0	128	0	342	7	419	6	194	16	59	5	17	2	2	0	2	0	0	0	0	0	0	0	1	0	13	0	1201	36	1237	30.70
11	0	0	0	0	2	0	14	0	107	0	233	1	186	8	104	5	47	7	14	1	4	0	1	0	0	0	0	0	2	0	10	0	724	22	746	18.52
12	0	0	0	0	0	0	1	0	5	0	40	0	82	2	71	2	24	0	8	0	0	0	3	0	1	0	1	0	1	0	0	0	237	4	241	5.98
Totals	2	0	21	0	150	0	591	1	1055	21	1075	26	574	32	264	16	91	10	26	2	6	0	4	0	1	0	1	0	4	0	56	0	3921	108	4029	100%

TABLE XXIX

AGE-GRADE TABLE—TRANSFERS (First Term—School Year 1926–1927)

Boys

AGE ...	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GR ND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	1	0	6	0	36	0	79	0	66	3	35	1	5	1	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	231	6	237	46.29
10	0	0	0	0	10	0	28	0	44	1	26	0	23	0	7	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	143	2	145	28.32
11	0	0	0	0	2	0	3	0	20	0	23	0	24	1	14	0	7	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	95	2	97	18.94
12	0	0	0	0	0	0	0	0	2	0	8	0	6	0	9	0	5	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	33	0	33	6.45
Totals	1	0	6	0	48	0	110	0	132	4	92	1	58	2	33	1	13	2	4	0	2	0	0	0	0	0	0	0	0	0	3	0	502	10	512	100

Girls

9	1	0	7	0	30	0	73	0	78	3	26	2	7	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	232	7	239	53.11
10	0	0	1	0	5	0	29	0	33	1	35	0	7	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	114	3	117	26.00
11	0	0	0	0	0	0	4	0	15	0	19	0	12	0	4	0	2	1	1	0	1	0	0	0	0	0	0	0	0	0	2	0	60	1	61	13.56
12	0	0	0	0	0	0	0	0	0	0	8	0	13	0	6	0	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	33	0	33	7.33
Totals	1	0	8	0	35	0	106	0	126	4	89	2	39	3	14	1	7	1	2	0	1	0	0	0	0	0	0	0	0	0	11	0	439	11	450	100.00

Boys and Girls Combined

9	2	0	13	0	66	0	152	0	144	6	61	3	12	2	5	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8	0	463	13	476	49.48
10	0	0	1	0	15	0	57	0	77	2	62	0	30	2	9	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	3	0	257	5	262	27.23
11	0	0	0	0	2	0	7	0	35	0	42	0	36	1	18	0	9	2	1	0	2	0	0	0	0	0	0	0	0	0	3	0	155	3	158	16.43
12	0	0	0	0	0	0	0	0	2	0	16	0	19	0	15	0	10	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	66	0	66	6.86
Totals	2	0	14	0	83	0	216	0	258	8	181	3	97	5	47	2	20	3	6	0	3	0	0	0	0	0	0	0	0	0	14	0	941	21	962	100.00

TABLE XXX

AGE-GRADE TABLE—PERMANENT DROP-OUTS (First Term—School Year 1926–1927)

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	0	0	3	0	19	0	136	0	247	4	197	7	63	2	18	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	15	0	699	16	715	44.60
10	0	0	0	0	4	0	34	0	110	2	176	1	91	6	33	1	12	2	1	0	1	0	0	0	0	0	0	0	0	0	9	0	471	12	483	30.13
11	0	0	0	0	0	0	4	0	32	0	87	1	89	1	56	3	30	2	9	0	2	0	0	0	0	0	0	0	2	0	4	0	315	7	322	20.09
12	0	0	0	0	0	0	0	0	0	0	9	0	24	2	33	0	8	0	3	0	0	0	3	0	0	0	1	0	0	0	0	0	81	2	83	5.18
Totals	0	0	3	0	23	0	174	0	389	6	469	9	267	11	140	6	51	4	13	1	3	0	3	0	0	0	1	0	2	0	28	0	1566	37	1603	100

Girls

9	0	0	4	0	40	0	160	1	210	4	125	9	37	2	7	1	2	0	2	0	0	0	0	0	0	0	0	0	0	0	10	0	597	17	614	41.94
10	0	0	0	0	4	0	37	0	155	3	181	5	73	8	17	3	4	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	473	19	492	33.61
11	0	0	0	0	0	0	3	0	40	0	104	0	61	6	30	2	8	3	4	1	0	0	1	0	0	0	0	0	0	0	3	0	254	12	266	18.17
12	0	0	0	0	0	0	1	0	3	0	15	0	39	0	23	2	6	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	90	2	92	6.28
Totals	0	0	4	0	44	0	201	1	408	7	425	14	210	16	77	8	20	3	7	1	0	0	1	0	1	0	0	0	2	0	14	0	1414	50	1464	100

Boys and Girls Combined

9	0	0	7	0	59	0	296	1	457	8	322	16	100	4	25	3	3	0	2	1	0	0	0	0	0	0	0	0	0	0	25	0	1296	33	1329	43.33
10	0	0	0	0	8	0	71	0	265	5	357	6	164	14	50	4	16	2	1	0	1	0	0	0	0	0	0	0	1	0	10	0	944	31	975	31.79
11	0	0	0	0	0	0	7	0	72	0	191	1	150	7	86	5	38	5	13	1	2	0	1	0	0	0	0	0	2	0	7	0	569	19	588	19.17
12	0	0	0	0	0	0	1	0	3	0	24	0	63	2	56	2	14	0	4	0	0	0	3	0	1	0	1	0	1	0	0	0	171	4	175	5.71
Totals	0	0	7	0	67	0	375	1	797	13	894	23	477	27	217	14	71	7	20	2	3	0	4	0	1	0	1	0	4	0	42	0	2980	87	3067	100

TABLE XXXI

Age-Grade Table—All Drop-Outs—Second Term (1926–1927)

Boys

AGE.....	10–11		12		13		14		15		16		17		18		19		20		21		22		23		24		25		UN-CLASS.		TOTAL		GRAND TOTAL	PER-CENT-AGE
GRADE	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B		
9	0	0	0	0	3	0	32	0	63	0	72	1	25	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	200	2	202	42.44
10	0	0	0	0	3	0	10	0	28	0	56	1	45	0	12	0	7	0	2	0		0	0	0	0	0	0	0	0	0	0	0	163	1	164	34.45
11	0	0	0	0	0	0	0	0	6	0	24	1	21	0	17	0	9	0	2	1	0	0	0	0	0	0	0	0	0	0	1	0	80	2	82	17.23
12	0	0	0	0	0	0	0	0	0	0	2	0	10	0	5	0	8	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	28	0	28	5.88
Totals	0	0	0	0	6	0	42	0	97	0	154	3	101	0	36	1	25	0	5	1	2	0	0	0	0	0	0	0	0	0	3	0	471	5	476	100

Girls

9	0	0	0	0	8	0	41	0	53	0	38	4	14	1	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	158	6	164	41.94
10	0	0	0	0	1	0	7	1	29	1	42	1	20	2	14	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	115	9	124	31.71
11	0	0	0	0	0	0	2	0	8	0	18	0	25	1	16	0	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	74	2	76	19.44
12	0	0	0	0	0	0	2	0	0	0	2	0	10	0	5	0	5	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	27	0	27	6.91
Totals	0	0	0	0	9	0	52	1	90	1	100	5	69	4	38	3	13	3	2	0	1	0	0	0	0	0	0	0	0	0	0	0	374	17	391	100

Boys and Girls Combined

9	0	0	0	0	11	0	73	0	116	0	110	5	39	1	5	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	358	8	366	42.21
10	0	0	0	0	4	0	17	1	57	1	98	2	65	2	26	2	9	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	278	10	288	33.22
11	0	0	0	0	0	0	2	0	14	0	42	1	46	1	33	0	14	1	2	1	0	0	0	0	0	0	0	0	0	0	1	0	154	4	158	18.22
12	0	0	0	0	0	0	2	0	0	0	4	0	20	0	10	0	13	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	55	0	55	6.35
Totals	0	0	0	0	15	0	94	1	187	1	254	8	170	4	74	4	38	3	7	1	3	0	0	0	0	0	0	0	0	0	3	0	845	22	867	100

Boys

All Drop-Outs

Grade	1 year		2 years		3 years		4 years		5 years		6 years or more		Total over-age at least one year	
	W	B	W	B	W	B	W	B	W	B	W	B	W	B
9	809	32	216	24	64	6	14	4	5	2	3	0	1111	68
	30.25%	35.16%	8.07%	26.37%	2.39%	6.59%	.52%	4.39%	.18%	2.19%	.11%	0	41.54%	74.72%
10	338	15	146	16	37	3	11	1	1	0	1	0	534	35
	17.49%	27.78%	7.55%	29.63%	1.91%	5.55%	.57%	1.85%	.05%	0	.05%	0	27.64%	64.81%
11	187	11	71	5	28	2	2	1	2	0	2	0	292	19
	19.68%	45.83%	7.47%	20.83%	2.95%	8.33%	.21%	4.17%	.21%	0	.21%	0	30.73%	79.17%
12	54	2	27	3	4	0	3	0	1	0	1	0	90	5
	15.17%	28.57%	7.58%	42.85%	1.12%	0	.84%	0	.28%	0	.28%	0	25.27%	71.42%

Transfers

9	86	10	26	2	4	1	2	0	1	0	0	0	119	13
	15.52%	50%	4.69%	10%	.72%	5%	.36%	0%	.18%	0%	0%	0%	21.47%	65%
10	45	2	11	2	3	0	1	0	0	0	0	0	60	4
	12.46%	33.33%	3.04%	33.33%	.83%	0	.28%	0%	0%	0%	0%	0%	16.62%	66.66%
11	29	5	5	0	2	0	0	0	0	0	0	0	36	5
	17.47%	62.5%	3.01%	0	1.20%	0	0	0	0	0	0	0	21.68%	62.5%
12	12	0	4	0	1	0	1	0	0	0	0	0	18	0
	14.81%	0%	4.93%	0	1.23%	0	1.23%	0	0	0	0	0	22.22%	0%

Exclusive of Transfers

9	723	22	190	22	60	5	12	4	4	2	3	0	992	55
	34.1%	30.99%	8.96%	30.99%	2.83%	7.04%	.56%	5.63%	.19%	2.82%	.14%	0	46.79%	77.46%
10	293	13	135	14	34	3	10	1	1	0	1	0	474	31
	18.65	27.08	8.59%	29.16%	2.16%	6.25%	.63%	2.08%	.06%	0	.06%	0	30.17%	64.58%
11	158	6	66	5	26	2	2	1	2	0	2	0	256	14
	20.15	37.5%	8.41%	31.25%	3.31%	12.5%	.25%	6.25%	.25%	0	.25%	0	32.65%	87.5%
12	42	2	23	3	3	0	2	0	1	0	1	0	72	5
	15.27	%33.33	8.36%	50%	1.09%	0	.72%	0	.36%	0	.36%	0	26.18%	83.33%

TABLE XXXII—(*Continued*)

Girls

ALL DROP-OUTS

9	496	20	82	20	20	8	4	2	5	0	2	0	609	50
	23.58%	25.64%	3.89%	25.64%	.95%	10.25%	.19%	2.56%	.24%	0	.095%	0	28.95%	64.10%
10	198	15	57	11	12	4	4	0	2	0	2	0	275	30
	11.89%	25.42%	3.42%	18.64%	.72%	6.78%	.24%	0	.12%	0	.12%	0	16.51%	50.84%
11	107	8	26	5	7	0	2	0	2	0	0	0	144	13
	12.37%	29.63%	3.00%	18.52%	.81%	0%	.23%	0	.23%	0	0	0	16.66%	48.15%
12	40	0	3	0	2	1	2	0	0	0	0	0	47	1
	13.20%	0	.99%	0	.66%	16.66%	.66%	0	0	0	0	0	15.51%	16.66%

TRANSFERS

9	80	4	22	5	0	1	1	1	1	0	0	0	104	11
	14.60%	18.18%	4.01%	22.73%	0	4.54%	.18%	4.54%	.18%	0	0	0	18.97%	50%
10	29	3	11	1	3	0	0	0	0	0	0	0	43	4
	6.98%	23.07%	2.65%	7.69%	.72%	0	0	0	0	0	0	0	10.36%	30.77%
11	20	2	7	0	1	0	0	0	1	0	0	0	29	2
	9.05%	50.00%	3.16%	0	.45%	0	0	0	.45%	0	0	0	13.12%	50.00%
12	10	0	1	0	0	0	0	0	0	0	0	0	11	0
	12.04%	0	1.2%	0	0	0	0	0	0	0	0	0	13.25%	0

EXCLUSIVE OF TRANSFERS

9	416	16	60	15	20	7	3	1	4	0	2	0	505	39
	26.75%	28.57%	3.86%	26.78%	1.28%	12.50%	.19%	1.78%	.25%	0	.125%	0	32.47%	69.64%
10	169	12	46	10	9	4	4	0	2	0	2	0	232	26
	13.51%	26.09%	3.67%	21.74%	.72%	8.7%	.32%	0	.16%	0	.16%	0	18.54%	56.52%
11	87	6	19	5	6	0	2	0	1	0	0	0	115	11
	13.51%	26.09%	2.95%	21.74%	.93%	0	.31%	0	.155%	0	0	0	17.85%	47.82%
12	30	0	2	0	2	1	2	0	0	0	0	0	36	1
	13.63%	0	.91%	0	.91%	20.00%	.91%	0	0	0	0	0	16.36%	20.00%

Definition furnished by the State Department of Public Instruction of New Jersey:

"A pupil leaving the 9th grade at 16 years of age is 1 year overage; the tenth at 17 is 1 year overage, etc."

Boys and Girls Combined

ALL DROP-OUTS

GRADE	1 YEAR		2 YEARS		3 YEARS		4 YEARS		5 YEARS		6 YEARS OR MORE		TOTAL OVER-AGE AT LEAST ONE YEAR	
	W	B	W	B	W	B	W	B	W	B	W	B	W	B
9	1305	52	298	44	84	14	18	6	10	2	5	0	1720	118
	27.34%	30.77%	6.24%	26.03%	1.75	8.28%	.37%	3.55%	.21%	1.18%	.105%	0	36%	69.82%
10	536	30	203	27	49	7	15	1	3	0	3	0	809	65
	14.89%	26.55%	5.64%	23.89%	1.36	6.19%	.41%	.88%	.08%	0	.08	0	22,48%	57.52%
11	294	19	97	10	35	2	4	1	4	0	2	0	436	32
	16.19%	37.25%	5.34%	19.61%	1.93	3.92%	.22%	1.96%	.22%	0	.11	0	24.02%	62.74%
12	94	2	30	3	6	1	5	0	1	0	1	0	137	6
	14.26%	15.38%	4.55%	23.08%	.91	7.69%	.75%	0	.15%	0	.15	0	20.78%	46.15%

TRANSFERS

9	166	14	48	7	4	2	3	1	2	0	0	0	223	24
	15.06%	33.33%	4.35%	16.66%	.36%	4.76%	.27%	2.38%	.18%	0	0	0	20.23%	57.14%
10	74	5	22	3	6	0	1	0	0	0	0	0	103	8
	9.53%	26.31%	2.83%	15.79%	.77%	0	.13%	0	0	0	0	0	13.27%	42.17%
11	49	7	12	0	3	0	1	0	0	0	0	0	65	
	12.66%	58.33%	3.10%	0	.78%	0	.26%	0	0	0	0	0	16.79%	58.33%
12	22	0	5	0	1	0	1	0	0	0	0	0	29	0
	13.41%	0	3.04%	0	.61%	0	.61%	0	0	0	0	0	17.68%	0

EXCLUSIVE OF TRANSFERS

9	1139	38	250	37	80	12	15	5	8	2	5	0	1497	94
	30.99%	29.92%	6.82%	29.13%	2.17%	9.45%	.41%	3.93%	.22%	1.57%	.13%	0	40.73%	74.01%
10	462	25	181	24	43	7	14	1	3	0	3	0	706	57
	16.37%	26.59%	6.415%	25.53%	1.525%	7.44%	.49%	1.06%	.11%	0	.11%	0	25.02%	60.63%
11	245	12	85	10	32	2	4	1	3	0	2	0	371	25
	17.15%	30.77%	5.95%	25.64%	2.24%	5.13%	.28%	2.56%	.21%	0	.14%	0	25.98%	64.10%
12	72	2	25	3	5	1	4	0	1	0	1	0	108	6
	14.54%	18.18%	5.05%	27.27%	1.01%	9.09%	.81%	0	.20%	0	.20%	0	21.82%	54.54%

TABLE XXXIV

EXTENT OF OVERAGENESS AMONG DROP-OUTS (First Term 1926–1927)

Boys

ALL DROP-OUTS

GRADE	1 YEAR		2 YEARS		3 YEARS		4 YEARS		5 YEARS		6 YEARS OR MORE		TOTAL OVER-AGE AT LEAST ONE YEAR	
	W	B	W	B	W	B	W	B	W	B	W	B	W	B
9	232	8	68	3	21	2	1	1	0	1	0	0	322	15
	24.95%	36.36%	7.31%	13.64%	2.26%	9.09%	.11%	4.55%	0	4.55%	0	0	34.63%	68.19%
10	114	6	40	2	13	2	2	0	2	0	0	0	171	10
	18.57%	42.86%	6.52%	14.29%	2.12%	14.29%	.33%	0	.33%	0	0	0	27.87%	71.44%
11	70	3	37	3	9	0	3	0	0	0	2	0	121	6
	17.07%	33.33%	9.03%	33.33%	2.20%	0	.73%	0	0	0	.49%	0	29.52%	66.66%
12	13	0	6	0	0	0	3	0	0	0	1	0	23	0
	11.40%	0	5.27%	0	0	0	2.64%	0	0	0	.88%	0	20.19%	0

TRANSFERS

9	35	1	5	1	3	0	0	1	0	0	0	0	43	3
	15.15%	16.66%	2.16%	16.66%	1.30%	0	0	16.66	0	0	0	0	18.61%	49.5%
10	23	0	7	1	1	0	1	0	1	0	0	0	33	1
	16.08%	0	4.90%	50%	.70%	0	.70%	0	.70%	0	0	0	23.08%	50%
11	14	0	7	1	0	0	1	0	0	0	0	0	22	1
	14.74%	0	7.37%	50%	0	0	1.05%	0	0	0	0	0	23.16%	50%
12	5	0	3	0	0	0	0	0	0	0	0	0	8	0
	15.15%	0	9.09%	0	0	0	0	0	0	0	0	0	24.24%	0

EXCLUSIVE OF TRANSFERS

9	197	7	63	2	18	2	1	0	0	1	0	0	279	12
	28.18%	43.75%	9.01%	12.50%	2.58%	12.50%	.14%	0	0	6.25%	0	0	39.91%	75%
10	91	6	33	1	12	2	1	0	1	0	0	0	138	9
	19.32%	50%	7.01%	8.33%	2.55%	16.66%	.21%	0	.21%	0	0	0	29.30%	74.99%
11	56	3	30	2	9	0	2	0	0	0	2	0	99	5
	17.78%	42.86%	9.52%	28.57%	2.86%	0	.63%	0	0	0	.63%	0	31.42%	71.43%

GRADE	1 YEAR		2 YEARS		3 YEARS		4 YEARS		5 YEARS		6 YEARS OR MORE		TOTAL OVER-AGE AT LEAST ONE YEAR	
	W	B	W	B	W	B	W	B	W	B	W	B	W	B
9	151	11	44	3	9	2	2	0	2	0	0	0	208	16
	18.22%	45.83%	5.31%	12.50%	1.09%	8.33%	.24%	0	.24%	0	0	0	25.10%	66.66%
10	80	10	19	3	4	0	0	0	0	0	1	0	104	13
	13.63%	45.45%	3.24%	13.64%	.68%	0	0	0	0	0	.17%	0	17.72%	59.09%
11	34	2	10	4	5	1	1	0	1	0	0	0	51	7
	10.82%	15.38%	3.18%	30.77%	1.60%	7.69%	.32%	0	.32%	0	0	0	16.24%	53.84%
12	11	0	2	0	0	0	0	0	1	0	1	0	15	0
	8.94%	0	1.67%	0	0	0	0	0	.89%	0	.89%	0	12.39%	0
TRANSFERS														
9	26	2	7	1	2	1	0	0	0	0	0	0	35	4
	11.21%	28.57%	3.02%	14.29%	.86%	14.29%	0	0	0	0	0	0	15.09%	57.15%
10	7	2	2	0	0	0	0	0	0	0	0	0	9	2
	6.14%	66.67%	1.75%	0	0	0	0	0	0	0	0	0	7.89%	66.67%
11	4	0	2	1	1	0	1	0	0	0	0	0	8	1
	6.07%	0	3.33%	100%	1.67%	0	1.67%	0	0	0	0	0	12.74%	100%
12	5	0	1	0	0	0	0	0	0	0	0	0	6	0
	15.15%	0	3.03%	0	0	0	0	0	0	0	0	0	18.18%	0
EXCLUSIVE OF TRANSFERS														
9	125	9	37	2	7	1	2	0	2	0	0	0	173	12
	20.94%	52.94%	6.20%	11.77%	1.17%	5.88%	.34%	0	.34%	0	0	0	28.99%	70.59%
10	73	8	17	3	4	0	0	0	0	0	1	0	95	11
	15.43%	42.11%	3.59%	15.79%	.85%	0	0	0	0	0	.21%	0	20.08%	57.90%
11	30	2	8	3	4	1	0	0	1	0	0	0	43	6
	11.81%	16.67%	3.15%	25.00%	1.58%	8.33%	0	0	.39%	0	0	0	16.93%	50 %
12	6	0	1	0	0	0	0	0	1	0	1	0	9	0
	6.67%	0	1.11%	0	0	0	0	0	1.11%	0	1.11%	0	10%	0

TABLE XXXV

EXTENT OF OVERAGENESS AMONG DROP-OUTS (First Term 1926–1927)

Boys and Girls Combined

ALL DROP-OUTS

GRADE	1 YEAR		2 YEARS		3 YEARS		4 YEARS		5 YEARS		6 YEARS OR MORE		TOTAL OVER-AGE AT LEAST ONE YEAR	
	W	B	W	B	W	B	W	B	W	B	W	B	W	B
9	383	19	112	6	30	4	3	1	2	1	0	0	530	31
	21.77%	41.30%	6.37%	13.04%	1.71%	8.70%	.17%	2.18%	.11%	2.18%	0	0	30.13%	67.40%
10	194	16	59	5	17	2	2	0	2	0	1	0	275	23
	16.15%	44.44%	4.91%	13.89%	1.42%	5.56%	.17%	0	.17%	0	.08%	0	22.90%	63.89%
11	104	5	47	7	14	1	4	0	1	0	2	0	172	13
	14.37%	22.73%	6.49%	31.82%	1.93%	4.55%	.55%	0	.14%	0	.28%	0	23.76%	59.10%
12	24	0	8	0	0	0	3	0	1	0	2	0	38	0
	10.13%	0	3.37%	0	0	0	1.27%	0	.42%	0	.84%	0	16.03%	0
TRANSFERS														
9	61	3	12	2	5	1	0	1	0	0	0	0	78	7
	13.18%	23.08%	2.59	15.38%	1.08%	7.70%	0	7.70%	0	0	0	0	16.85%	53.86%
10	30		9	1	1	0	1	0	1	0	0	0	42	3
	11.67%	40 %	3.50	20 %	.39%	0	.39%	0	.39%	0	0	0	16.34%	60 %
11	18	0	9	2	1	0	2	0	0	0	0	0	30	2
	11.61%	0	5.81	66.67%	.65%	0	1.30%	0	0	0	0	0	19.37%	66.67%
12	10	0	4	0	0	0	0	0	0	0	0	0	14	0
	15.15%	0	6.06	0	0	0	0	0	0	0	0	0	21.21%	0
EXCLUSIVE OF TRANSFERS														
9	322	16	100	4	25	3	3	0	2	1	0	0	452	24
	24.85%	48.48%	7.72%	12.12%	1.93%	9.09%	.23%	0	.15%	3.03%	0	0	34.88%	72.72%
10	164	14	50	4	16	2	1	0	1	0	1	0	233	20
	17.37%	45.16%	5.30%	12.90%	1.70%	6.45%	.11%	0	.11%	0	.11%	0	24.70%	64.51%
11	86	5	38	5	13	1	2	0	1	0	2	0	142	11
	15.11%	26.32%	6.68%	26.32%	2.28%	5.26%	.35%	0	.18%	0	.35%	0	24.95%	57.90%

ALL DROP-OUTS

GRADE	1 YEAR		2 YEARS		3 YEARS		4 YEARS		5 YEARS		6 YEARS OR MORE		TOTAL OVER-AGE AT LEAST ONE YEAR	
	W	B	W	B	W	B	W	B	W	B	W	B	W	B
9	72	1	25	0	2	1	1	0	0	0	0	0	100	2
	36%	50%	12.50%	0%	1%	50%	.50%	0%	0%	0%	0%	0%	50%	100%
10	45	0	12	0	7	0	2	0	0	0	0	0	66	0
	27.61%	0	7.36%	0	4.29%	0	1.23%	0	0	0	0	0	40.40%	0
11	17	0	9	0	2	1	0	0	0	0	0	0	38	1
	21.25%	0	11.25%	0	2.50%	50%	0	0	0	0	0	0	35%	50%
12	8	0	1	0	2	0	0	0	0	0	0	0	11	0
	28.57%	0	3.58%	0	7.14%	0	0	0	0	0	0	0	39.29%	0

Girls

ALL DROP-OUTS

9	38	4	14	1	3	1	1	0	0	0	0	0	56	6
	24.05%	66.67%	8.86%	16.67%	1.90%	16.66%	.63%	0	0	0	0	0	35.44%	100%
10	20	2	14	2	2	2	0	0	0	0	0	0	36	6
	17.39%	22.22%	12.17%	22.22%	1.74%	22.22%	0	0	0	0	0	0	31.30%	66.66%
11	16	0	5	1	0	0	0	0	0	0	0	0	21	1
	21.62%	0	6.76%	50%	0	0	0	0	0	0	0	0	28.38%	50%
12	5	0	2	0	1	0	0	0	0	0	0	0	8	0
	18.52%	0	7.41%	0	3.70%	0	0	0	0	0	0	0	29.63%	0

Boys and Girls Combined

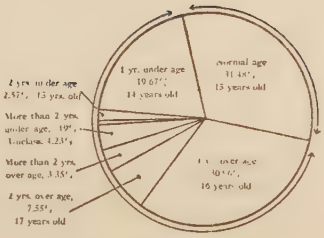
ALL DROP-OUTS

9	110	5	39	1	5	2	2	0	0	0	0	0	156	8
	30.73%	62.50%	10.89%	12.5%	1.4	25.00%	.56%	0	0	0	0	0	43.58%	100%
10	65	2	26	2	9	2	2	0	0	0	0	0	102	6
	23.38%	20.00%	9.35%	20.%	3.25	20.00%	.72%	0	0	0	0	0	36.70%	60%
11	33	0	14	1	2	1	0	0	0	0	0	0	49	2
	21.43%	0	9.09%	25.%	1.30	25.%	0	0	0	0	0	0	31.82%	50%
12	13	0	3	0	3	0	0	0	0	0	0	0	19	0
	23.64%	0	5.45%	0	5.45	0	0	0	0	0	0	0	34.54%	0

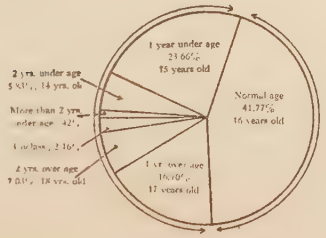
CHART 6

PROGRESS OF ELIMINATED PUPILS, 1925—1926

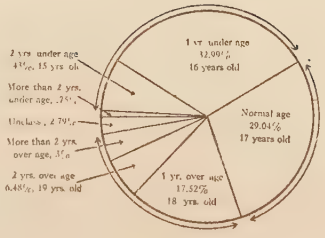
PERMANENT DROP-OUTS


2 yrs. under age 2.57%, 13 yrs. old
1 yr. under age 19.67% 14 years old
Normal age 31.48% 15 years old
More than 2 yrs. under age, 19%
Unclass. 4.23%
More than 2 yrs. over age, 3.35%
2 yrs. over age, 7.35% 17 years old

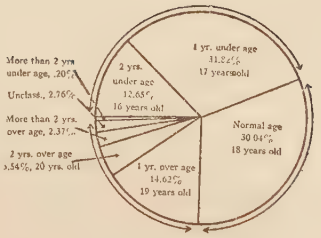
GRADE IX


2 yrs. under age 5.83%, 14 yrs. old
1 year under age 23.66% 15 years old
More than 2 yrs. under age 42%
Unclass., 2.36%
2 yrs. over age 7.03%, 18 yrs. old
Normal age 41.77% 16 years old
1 yr. over age 16.76% 17 years old

GRADE X

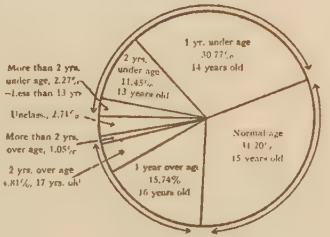

2 yrs. under age 4.31%, 15 yrs. old
1 yr. under age 32.90% 16 years old
More than 2 yrs. under age, .25%
Unclass., 2.79%
More than 2 yrs. over age, .3%
2 yrs. over age 6.48%, 19 yrs. old
Normal age 29.04% 17 years old
1 yr. over age 17.52% 18 yrs. old

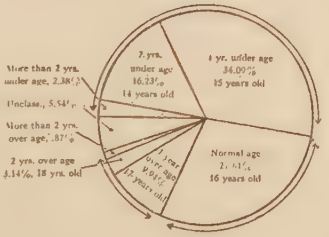
GRADE XI

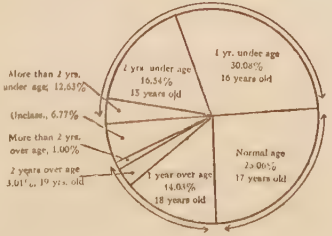

More than 2 yrs. under age, .20%
Unclass., 2.76%
2 yrs. under age 12.65% 16 years old
1 yr. under age 31.22% 17 years old
More than 2 yrs. over age, 2.37%
2 yrs. over age 3.54%, 20 yrs. old
Normal age 30.04% 18 years old
1 yr. over age 14.62% 19 years old

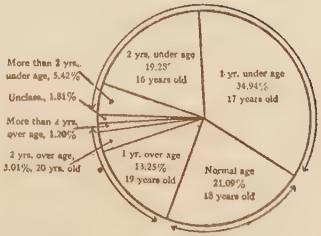
GRADE XII

TRANSFERS


More than 2 yrs. under age, 2.27%, —Less than 13 yrs.
2 yrs. under age 11.45% 13 years old
1 yr. under age 30.77% 14 years old
Unclass., 2.71%
More than 2 yrs. over age, 1.05%
2 yrs. over age 6.81%, 17 yrs. old
Normal age 41.20% 15 years old
1 year over age 15.74% 16 years old


More than 2 yrs. under age, 2.38%
7 yrs. under age 16.23% 14 years old
1 yr. under age 36.09% 15 years old
Unclass., 5.54%
More than 2 yrs. over age, .87%
2 yrs. over age 3.14%, 18 yrs. old
Normal age 27.84% 16 years old
1 year over age 8.31% 17 years old


More than 2 yrs. under age, 12.63%
2 yrs. under age 16.54% 15 years old
1 yr. under age 30.08% 16 years old
Unclass., 6.77%
More than 2 yrs. over age, 1.00%
2 years over age 3.01%, 19 yrs. old
Normal age 23.06% 17 years old
1 year over age 14.91% 18 years old


More than 2 yrs. under age, 5.42%
2 yrs. under age 19.28% 16 years old
1 yr. under age 34.94% 17 years old
Unclass., 1.81%
More than 2 yrs. over age, 1.20%
2 yrs. over age, 3.01%, 20 yrs. old
1 yr. over age 13.25% 19 years old
Normal age 21.09% 18 years old

of practice within the state itself. Some schools permit children to enter the first grade at five years of age; other at six. Some provide a full year of sub-primary training; others, a half year. Some supply kindergarten training; others do not. Consequently, by way of illustration of the futility of attempting generalizations and comparisons where there is not uniformity of procedure, children in School A, where pupils enter first grade at five, should normally enter ninth grade at thirteen. Children in School B, where pupils enter first grade at six, should normally enter ninth grade at fourteen.

The entire treatment of the subject of age and progress must be read bearing in mind the definitions of terms on which the tabulations and deductions are based.

Summary

1. Seventy-five per cent of the drop-out in the ninth grade was, in 1925-1927, on the part of children 14-16 years old; in the tenth grade, 15-17 years old; in the eleventh grade, 16-18 years old, whereas in the twelfth grade the percentage included in the 16-18 age-span is as great as that included in the 17-19 age-span, both approximating seventy-five per cent.

The bulk of the drop-out in the combined grades is included in the 15-17 age-span.

2. Of the white pupils leaving school between September 1, 1925 and June 30, 1926, 85.90 per cent had done so before reaching eighteen years of age, whereas only 71.09 per cent of the colored pupils leaving school had done so before reaching eighteen years of age.

3. Of the entire drop-out group, in the ninth grade 58.96 per cent were in either the underage or the normal age group; in the tenth grade, 73.57 per cent; in the eleventh grade, 71.28 per cent; in the twelfth grade, 76.20 per cent.

Conclusions

1. The 15-17 age-span includes the great bulk of the elimination from the New Jersey high schools.

2. The transfers are, as a group, considerably younger than the permanent drop-outs.

3. The white drop-outs as a group are considerably younger than the colored drop-outs.

4. The colored drop-out pupils show a much more marked tendency toward overageness than the white drop-out pupils.

5. The eliminated boys show a much more marked tendency toward overageness than the eliminated girls.

6. The permanent drop-outs show a much more marked tendency toward overageness than the transfers.

VI

Grade Classification

Table XXXVII, page 115, presents the grade classification of the boys and girls in the one hundred forty-two (142) high schools reporting for 1925-1926, together with the grade division of the pupils eliminated during the same period. This tabulation includes the two high schools that reported for the second term only. The table should be read thus: of the thirty-nine thousand forty-two (39,042) boys enrolled in the one hundred forty-two (142) high schools studied for 1925-1926, fifteen thousand one hundred sixty-six (15,166), or 38.85 per cent, were registered in the ninth grade, eleven thousand sixty-six (11,066), or 28.35 per cent, in the tenth grade, seven thousand eighty-nine (7,089), or 18.15 per cent, in the eleventh grade, and five thousand seven hundred twenty-one (5,721), or 14.65 per cent, in the twelfth grade. In contrast, of the six thousand eighty-eight (6,088) boys who dropped out during the year, two thousand seven hundred sixty-five (2,765), or 45.42 per cent, were eliminated from the ninth grade, one thousand nine hundred eighty-six (1986), or 32.63 per cent, from the tenth grade, nine hundred seventy-four (974), or 15.99 per cent, from the eleventh grade and three hundred sixty-three (363), or 5.96 per cent, from the twelfth grade.

In like manner are presented the data concerning the girls, and those concerning the boys and girls combined.

TABLE XXXVII

Enrollment and Elimination Classification as to Grade
1925–1926

Boys

Grade	Enrollment	Percentage	Elimination	Percentage
IX	15166	38.85	2765	45.42
X	11066	28.35	1986	32.63
XI	7089	18.15	974	15.99
XII	5721	14.65	363	5.96
Total	39042	100%	6088	100%

TABLE XXXVII—(*Continued*)

Girls

GRADE	ENROLLMENT	PERCENTAGE	ELIMINATION	PERCENTAGE
IX	14659	36.81	2181	42.71
X	11200	28.12	1725	33.78
XI	7620	19.13	892	17.46
XII	6342	15.94	309	6.05
Total	39821	100%	5107	100%

Boys and Girls Combined

GRADE	ENROLLMENT	PERCENTAGE	ELIMINATION	PERCENTAGE
IX	29825	37.8	4946	44.18
X	22266	28.3	3711	33.15
XI	14709	18.6	1866	16.67
XII	12063	15.3	672	6.00
Total	78863	100%	11195	100%

The table presents in sharp relief the magnitude of the elimination from the lower high school grades, in contrast with that from the upper grades. It becomes evident at once that the elimination percentages in the various grades are out of proportion to the enrollment percentages (see Chart 7, page 118). Nor does the situation regarding the transferred pupils differ materially from that of the entire elimination group. Obviously, inasmuch as 44.18 per cent of the eliminated group dropped out of the ninth grade, and 33.15 per cent out of the tenth grade, if the 1925-1926 situation is a typical situation, the high school planning any sort of stay-in-school campaign, should concentrate its efforts on the ninth and tenth grades and would probably do well to begin in the seventh and eighth grades a program of acquainting the pupils with the advantages of high school training.

Let us see whether the 1925-1926 enrollment in the New Jersey high schools included in this study represents a typical cross-section of the country as a whole.

Under date of October 12, 1929, the United States Bureau of Education supplied the writer with the following tabulation showing the percentage of pupils enrolled in the ninth, tenth, eleventh, and twelfth grades for 1914, 1920, and 1926:

TABLE XXXVIII

GRADE DISTRIBUTION OF ENROLLMENT IN HIGH SCHOOLS OF THE UNITED STATES FOR 1914, 1920, AND 1926

YEAR	1914	1920	1926
Grade IX	40.8	41.7	37.9
Grade X	26.8	26.1	26.7
Grade XI	18.6	18.0	19.6
Grade XII	13.8	14.2	15.8
	100%	100%	100%

A comparison of the 1926 data for New Jersey used in this study with the 1926 Bureau of Education tabulation shows beyond a peradventure that, at least in point of grade classification, the New Jersey situation is typical of that for the United States as a whole. Thus:

TABLE XXXIX

COMPARISON OF 1926 DISTRIBUTION OF HIGH SCHOOL ENROLLMENT IN UNITED STATES WITH THAT IN 142 NEW JERSEY HIGH SCHOOLS

GRADE	UNITED STATES 1926	142 NEW JERSEY HIGH SCHOOLS 1926
IX	37.9	37.8
X	26.7	28.3
XI	19.6	18.6
XII	15.8	15.3

Now let us see whether the particular year studied is a representative year.

CHART 7

CONTRAST OF ENROLLMENT AND ELIMINATION PERCENTAGES IN VARIOUS GRADES (1925–1926)

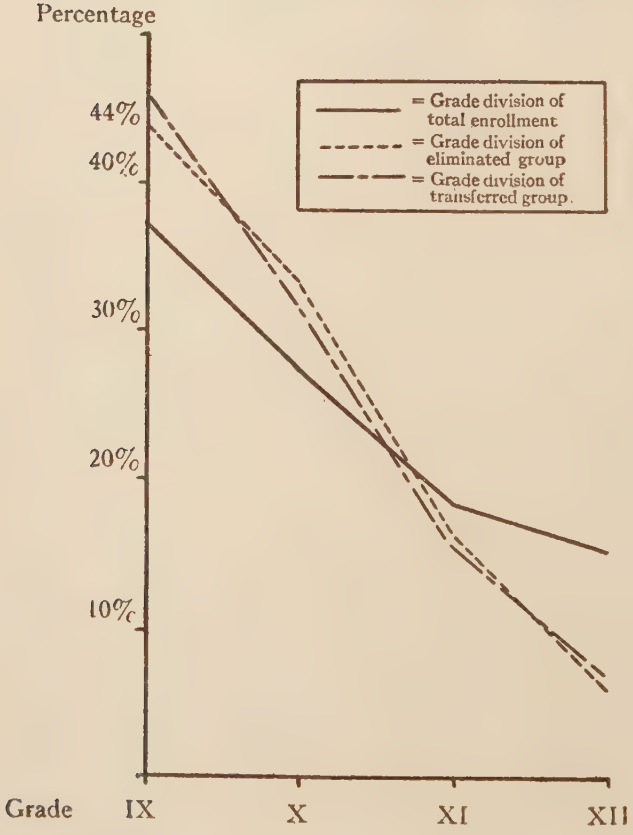


TABLE XL

PERCENTAGE OF ENROLLMENT BY GRADES IN ALL NEW JERSEY HIGH SCHOOLS

YEAR	1923	1924	1925	1926	1927
Grade IX	41.29	40.84	39.69	39.07	40.6
Grade X	27.02	26.95	27.33	27.80	27.0
Grade XI	18.17	18.28	18.17	18.13	18.1
Grade XII	13.52	13.92	14.78	14.70	14.1

Table XL is copied directly from the 1926-1927 report on secondary education, prepared by Dr. L. L. Jackson, at that time Assistant Commissioner in Charge of Secondary Education. The table is based on the total enrollment of all the New Jersey public schools of secondary school grade. The striking lack of variation in the percentages arrayed for the five successive years justifies the statement that, generally speaking, the New Jersey high school population is distributed among the four years of the course approximately in the proportion of: first year, 40; second year, 27; third year, 18; fourth year, 14.

Now let us compare with the 1925-1926 elimination situation that for 1926-1927 and that for the summer between 1926 and 1927:

TABLE XLI

ELIMINATION CLASSIFICATION AS TO GRADE (SEPTEMBER, 1925–JUNE, 1927)

GRADE	1925–1926	SUMMER BETWEEN 1926–1927	FIRST TERM 1926–1927	SECOND TERM 1926–1927
IX	44.18%	41.43%	44.80%	42.21%
X	33.15%	37.54%	30.70%	33.22%
XI	16.67%	16.86%	18.52%	18.22%
XII	6.00%	4.17%	5.98%	6.35%

Again the attention is arrested by the slight variation in the findings for the individual sections of the study. Reducing the table to the simplest terms, we might say that the eliminated

pupils are distributed among the four years of the course approximately in the proportion of; first year,43; second year, 33; third year, 18; fourth year, 6.

We again note the skewing of the elimination curve toward the ninth grade end.

Summary

1. Generally speaking, the high school enrollment in the United States as a whole for the year 1925-1926 showed the following distribution: 9th grade, 38 pupils; 10th grade, 27 pupils; 11th grade, 19 pupils, and 12th grade, 16 pupils. The New Jersey high school population for the same year showed the following distribution: 9th grade, 40 pupils; 10th grade, 27 pupils; 11th grade, 18 pupils, and 12th grade, 14 pupils. On the same basis, the New Jersey high school drop-outs showed the following distribution: 9th grade, 43; 10th grade, 33; 11th grade, 18, and 12th grade, 6.

2. Approximately 75 per cent of the elimination of pupils from the New Jersey high schools takes place in the 9th and 10th grades.

Conclusions

1. The grade classification distribution in 142 New Jersey high schools studied for 1925-1926 is strikingly similar to that for the United States as a whole.

2. There is a much greater tendency for 9th and 10th grade pupils to be eliminated than pupils in the upper high school grades.

VII

Health (1925-1926)

Reference to the questionnaire sent out by the Department of Public Instruction in December, 1925 (Chapter I), will indicate that the Health item was not included in the Cause of Leaving classification. In spite of this, in one hundred ninety-nine cases Illness was inserted in the cause of leaving column. The omission of the item may have reduced materially the percentage of returns designating poor health as the cause of leaving, and probably accounts for the discrepancy that exists between the assignment of illness as a cause of leaving (199 cases out of the total 11,195 eliminations, or 1.78 per cent) and the returns in the Health column, according to which one thousand eighty-three (1083) of the drop-out pupils, or 9.67 per cent, were reported as having poor health and forty-nine (49) pupils, or .44 per cent, were reported as deceased.

Table XLII, page 122, classifies, by sex and by grade, all the pupils eliminated during the school year 1925-1926 under the four divisions: G (good health), P (poor health), D (deceased), and Uncl. (health not stated). The varying degree of emphasis placed on physical examinations and health records within the different schools injects into these tabulations a subjective element that reduces their value.

The striking feature of the table is the lack of concord between the health situation of the eliminated boys and that of the eliminated girls. A careful reading of the table will substantiate the general statement that in all grades the percentage of drop-out boys having good health exceeds that of eliminated girls having good health by from ten to twelve per cent. It is worthy of note also that the percentage of girls having poor health increases in the upper grades, whereas the poor health percentages for the boys remain practically stable. In every case the twelfth grade shows the least favorable health situation. The figures in the tabulation that describe the combined group of boys and girls in the combined grades indicate that 87 per cent of the

TABLE XLII

Health of Eliminated Pupils (1925–1926)

Health	Boys				Girls				Boys and Girls Combined			
	W	B	Total	Per Centage	W	B	Total	Per Centage	W	B	Total	Per Centage
Grade 9—G	2463	83	2546	92.08	1713	66	1779	81.57	4176	149	4325	87.44
P	141	8	149	5.39	306	11	317	14.54	447	19	466	9.42
D	5	0	5	.18	10	1	11	.50	15	1	16	.33
Uncl	65	0	65	2.35	74	0	74	3.39	139	0	139	2.81
Grade 10—G	1780	51	1831	92.20	1381	47	1428	82.78	3161	98	3259	87.82
P	100	3	103	5.19	238	12	250	14.49	338	15	353	9.51
D	9	0	9	.45	5	0	5	.29	14	0	14	.38
Uncl	43	0	43	2.16	42	0	42	2.44	85	0	85	2.29
Grade 11—G	868	22	890	91.37	688	22	710	79.60	1556	44	1600	85.75
P	53	2	55	5.65	132	5	137	15.36	185	7	192	10.29
D	7	0	7	.72	6	0	6	.67	13	0	13	.69
Uncl	22	0	22	2.26	39	0	39	4.37	61	0	61	3.27
Grade 12—G	314	6	320	88.15	231	4	235	76.05	545	10	555	82.59
P	19	1	20	5.51	50	2	52	16.83	69	3	72	10.71
D	3	0	3	.83	3	0	3	.97	6	0	6	.89
Uncl	20	0	20	5.51	19	0	19	6.15	39	0	39	5.81
All Grades Combined—G	5425	162	5587	91.77	4013	139	4152	81.30	9438	301	9739	87.00
P	313	14	327	5.37	726	30	756	14.80	1039	44	1083	9.67
D	24	0	24	.40	24	1	25	.49	48	1	49	.44
Uncl	150	0	150	2.46	174	0	174	3.41	324	0	324	2.89
Totals	5912	176	6088	100%	4937	170	5107	100%	10849	346	11195	100%

TABLE XLIII

RELATION OF POOR HEALTH TO AGE OF DROP-OUT PUPILS

(1925–1926)

AGE	12	13	14	15	16	17	18	19	20	21 OR MORE	TOTAL
No. of boys having poor health	0	12	39	86	92	50	39	9	0	0	327
Percentages	0	3.67	11.92	26.30	28.14	15.29	11.93	2.75	0	0	100%
No. of girls having poor health	2	32	94	203	201	128	66	20	3	7	756
Percentages	.27	4.24	12.43	26.85	26.59	16.93	8.73	2.65	.39	.92	100%
Boys and girls combined	2	44	133	289	293	178	105	29	3	7	1083
Percentages	.19	4.06	12.28	26.69	27.05	16.43	9.70	2.68	.28	.64	100%

drop-outs had good health; 9.67 per cent, poor health; .44 per cent were deceased, and no statement was made concerning the health of the remaining 2.89 per cent.

1. *Poor Health and Age*

In the one thousand eighty-three (1083) cases reported as having poor health the distribution of the percentages in the various age-groups does not differ to any great extent from the percentages at the various ages in the entire elimination group (see Table XII, page 71, the last section of the table). The tendency is apparent in both cases for the concentration of the cases to be in the fifteen to seventeen age-span.

2. *Health and School Progress*

Tables XLIV and XLV invite the reader's attention to the relation between the health and school progress of the eliminated pupils. Table XLIV makes it clear that the underage and normal age groups combined, in the case of pupils having good health, cover in the ninth grade 61 per cent of the cases, in the tenth grade 75 per cent of the cases, in the eleventh grade 73 per cent of the cases, and in the twelfth grade 77 per cent of the cases. On the other hand, Table XLV shows that the underage and normal age groups combined, in the case of pupils having poor health, include in the ninth grade 67 per cent of the cases, in the tenth grade 70 per cent of the cases, in the eleventh grade 77 per cent of the cases, and in the twelfth grade 80 per cent of the cases. While we should hardly be justified in concluding that ill health is an asset in the matter of school progress, we may certainly draw the conclusion that in the thousand and more cases here studied it did not result in retarded progress for the group as a whole out of measure with the retardation of the pupils having good health.

The relation of health to success in school work on the part of the eliminated pupils is presented in Table XLVI from a slightly different angle. Here the scholarship rating assigned the drop-out pupils is combined with the health rating. The table should be read as follows: In the combined grades, of the

five thousand five hundred eighty-seven (5,587) boys classified as having good health, five hundred forty (540), or 9.67 per cent, were reported as doing good work; two thousand fifty-six (2,056) as doing medium or fair work, and two thousand five hundred forty-nine (2,549) as doing poor work, no rating having been assigned to the remaining four hundred forty-two (442) boys.

While the table in general favors the good health group, the differences of scholarship rating are not sufficiently pronounced to be regarded as significant. The scholarship ratings, too, are open to attack in that no set standard of classification was employed by the reporting schools.

The health and progress study combined with the health and scholarship study, however, seems to indicate that the poor health of the pupils so designated did not result in the group's having fallen substantially below the progress or scholarship level of the group reported as having good health.

The only other section of the study in which the health item was included is that covering the period from February 1 to June 30, 1927. In the eight hundred seventy-two (872) cases reported, seven hundred twenty-two (722) pupils, or 82.00 per cent, were reported as having good health, ninety-two (92), or 10.55 per cent, as having poor health, one (1), or .12 per cent as being deceased, and fifty-seven (57), or 6.53 per cent, as unclassified.

TABLE XLIV

PROGRESS IN SCHOOL OF DROP-OUTS HAVING GOOD HEALTH (1925–1926)

BOYS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Underage	23.60%	31.05%	38.92%	45.94%
Normal age	32.60	40.41	27.60	26.25
Overage	43.80	28.54	33.48	27.81

TABLE XLIV—(*Continued*)

GIRLS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Underage	35.16%	41.94%	51.88%	55.75%
Normal age	32.51	41.21	30.06	28.93
Overage	32.33	16.85	18.06	15.32

BOYS AND GIRLS COMBINED	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Underage	28.27%	35.74%	44.61%	50.08%
Normal age	32.57	40.75	28.68	27.39
Overage	39.16	23.51	26.71	22.53

TABLE XLV

PROGRESS IN SCHOOL OF DROP-OUTS HAVING POOR HEALTH

(1925–1926)

BOYS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Underage	29.53%	30.10%	43.64%	25%
Normal age	35.57	38.83	30.91	65
Overage	34.90	31.07	25.45	10

GIRLS	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Underage	31.86%	38.40%	44.54%	48.08%
Normal age	35.65	33.20	32.84	28.85
Overage	32.49	28.40	22.62	23.07

BOYS AND GIRLS COMBINED	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Underage	31.12%	35.98%	44.275%	41.66%
Normal age	35.62	34.84	32.295	38.89
Overage	33.26	29.18	23.43	19.45

TABLE XLVI

HEALTH AND SCHOLARSHIP (1925–1926)

Boys—All Grades Combined

	SCHOLARSHIP				
	G	M	P	UNCL.	TOTAL
HEALTH					
Good	540	2056	2549	442	5587
	9.67%	36.80%	45.62%	7.91%	100%
Poor	56	88	170	13	327
	17.13%	26.91%	51.99%	3.97%	100%
Deceased	4	12	3	5	24
	16.67%	50%	12.50%	20.83%	100%

Girls—All Grades Combined

HEALTH	G	M	P	UNCL.	TOTAL
Good	776	1839	1202	335	4152
	18.69%	44.30%	28.95%	8.06%	100%
Poor	184	360	434	105	1083
	16.99%	33.24%	40.08%	9.69%	100%
Deceased	16	17	7	9	49
	32.65%	34.70%	14.28%	18.37%	100%

Boys and Girls Combined—All Grades Combined

HEALTH	G	M	P	UNCL.	TOTAL
Good	1316	3895	3751	777	9739
	13.51%	39.99%	38.52%	7.98%	100%
Poor	184	360	434	105	1083
	16.99%	33.24%	40.07%	9.70%	100%
Deceased	16	17	7	9	49
	32.65%	34.70%	14.29%	18.36%	100%

Summary

1. Approximately 10 per cent of the drop-out pupils were reported as having poor health and less than one per cent as deceased.

2. The percentage of the eliminated boys having good health exceeds that of the eliminated girls having good health by approximately 11 per cent.

3. In the case of pupils having good health (1925-1926), the underage and normal age groups combined cover in the 9th grade 61 per cent of the cases, in the 10th grade 75 per cent of the cases, in the 11th grade 73 per cent of the cases, and in the 12th grade 77 per cent of the cases. On the other hand, in the case of pupils having poor health, the underage and normal age groups combined cover in the 9th grade 67 per cent of the cases, in the 10th grade 70 per cent of the cases, in the 11th grade 77 per cent of the cases, and in the 12th grade 80 per cent of the cases.

4. In the combined grades, of the 9,739 pupils recorded as having good health, 1,316, or 13.51 per cent, were reported as doing good work, 3,895, or 39.99 per cent, as doing fair or medium work, 3,751, or 38.52 per cent, as doing poor work, and 777, or 7.98 per cent, were not classified as to quality of work. Of the 1,083 cases recorded as having poor health, 184, or 16.99 per cent, were reported as doing good work, 360, or 33.24 per cent, as doing fair or medium work, 434, or 40.07 per cent, as doing poor work, and 105, or 9.70 per cent, were not classified as to quality of work.

Conclusions

1. Poor health appears not to have been a contributing cause of leaving in more than 10 per cent of the cases.

2. There is a greater tendency for the eliminated girls to have poor health than the eliminated boys.

3. The group reported as having poor health compares very favorably with the group reported as having good health, with regard to school progress and scholarship rating, having slightly the advantage in the matter of school progress and falling slightly below in the matter of scholarship rating.

VIII

Curriculum

The present study corroborates the conclusion reached by previous investigators that the school mortality among students pursuing college preparatory curricula is appreciably less than among the students of the other curricula.

For the purposes of this investigation the term "college preparatory curricula" embraces the following subclasses: classical; college; college preparatory; scientific; technical; modern language; academic; and normal school. The general curricula include, specifically, English or general; no foreign language; combination of general and commercial; and mathematics. The commercial curricula include only the commercial, the secretarial, and the special commercial. The term "industrial curricula" covers the following classifications: industrial; agriculture; vocational; and home economics. The fine arts curriculum is offered in only a very few of the larger schools, and is here treated separately.

Table XLVII, p. 130, based on the 1925-1926 division of the study, sets forth the situation with regard to the relative mortality within the five general curriculum divisions considered. The striking superiority in the holding-power of the college preparatory curricula as compared with that of every other curriculum group is at once evident. Whereas only 10.51 per cent of the 35,247 pupils enrolled in college preparatory curricula left before the end of the year, 16.61 per cent of the general curricula enrollment left; 18.83 per cent of the commercial curricula enrollment left; 17.68 per cent of the industrial curricula enrollment left; and 17.81 per cent of the fine arts curricula enrollment left before the end of the year, the greatest loss being charged to the commercial curricula.

A careful study of the grade divisions of the table at once narrows to the ninth and tenth grades the marked disparity between the college preparatory curricula on the one hand

TABLE XLVII

PERCENTAGE OF ELIMINATION WITHIN COLLEGE PREPARATORY, GENERAL, COMMERCIAL, INDUSTRIAL, AND FINE ARTS CURRICULA
(1925–1926)

	9			10			11			12			COLLEGE PREPARATORY CURRICULUM INCLUDING CLASSICAL, COLLEGE COLLEGE PREPARATORY, SCIENTIFIC, TECHNICAL, MODERN LANGUAGE, ACADEMIC, AND NORMAL — GRAND TOTALS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Total Enrollment	6866	5195	12061	5942	4707	10649	3827	3217	7044	2945	2548	5493	19580	15667	35247
Elimination	952	430	1382	865	421	1286	448	264	712	206	117	323	2471	1232	3703
Percentage Elimination	13.86	8.28	11.46	14.56	8.94	12.08	11.71	8.21	10.11	6.99	4.59	5.88	12.62	7.86	10.51
													GENERAL CURRICULUM, INCLUDING ENGLISH OR GENERAL, NO FOREIGN LANGUAGE, COMBINATION OF GENERAL AND COMMERCIAL, AND MATHEMATICS		
Total Enrollment	2116	1787	3903	1385	1464	2849	1247	1321	2568	1307	1511	2818	6055	6083	12138
Elimination	544	308	852	416	249	665	209	157	366	66	68	134	1235	782	2017
Percentage Elimination	25.7	17.24	21.83	30.03	17.01	23.38	16.76	11.88	14.25	5.05	4.5	4.75	20.39	12.85	16.61

	9			10			11			12			COMMERCIAL CURRICULUM, INCLUDING COMMERCIAL, SECRETARIAL, AND SPEC. COMMERCIAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Total Enrollment	3385	6726	10111	2060	4159	6219	1077	2323	3400	830	1838	2668	7352	15046	22398
Elimination	898	1215	2113	447	894	1341	213	389	602	60	101	161	1618	2599	4217
Percentage Elimination	26.53	18.06	20.89	21.69	21.49	21.56	19.78	16.74	17.71	7.23	5.49	6.03	22.01	17.27	18.83
													INDUSTRIAL, INCLUDING AGRICULTURE, VOCATIONAL, INDUSTRIAL, AND HOME ECONOMICS		
													GRAND TOTALS		
Total Enrollment	1099	333	1432	585	201	786	337	140	477	226	111	337	2247	785	3032
Elimination	231	68	299	128	43	171	36	16	52	10	4	14	405	131	536
Percentage Elimination	21.02	20.42	20.88	21.88	21.39	21.75	10.68	11.43	10.90	4.42	3.6	4.15	18.12	16.68	17.68
													FINE ARTS		
Total	16	68	84	22	54	76	7	72	79	6	47	53	51	241	292
Elimination	8	16	24	5	15	20	3	3	6	0	2	2	16	36	52
Percentage	50.	23.52	28.57	22.72	27.77	26.32	42.85	4.17	7.59	0	4.25	3.77	31.37	14.94	17.81

and the curricula not definitely intended to prepare for college on the other hand. In both the ninth and tenth grades approximately twice as high a percentage loss is suffered by the non-college-preparatory curricula as that suffered by the college preparatory curricula. In the eleventh grade, on the contrary, the variation is slight, with the single exception of the commercial curricula, where the percentage loss is considerably higher than that of the college preparatory group. In the twelfth grade the variation is negligible.

The implication would seem to be that persistence in school beyond the tenth grade is not a matter of curriculum division to anything like the extent that it is in the ninth and tenth grades, and that survival to the beginning of the twelfth grade of any curriculum carries with it, roughly, a 95 to 5 chance of remaining to the end of the year.

If, as Table XLVII indicates, one-fifth of the pupils enrolled in the ninth and tenth grades in other than college preparatory curricula leave before the end of the year, it should be the concern of school administrators so to plan these curricula offerings as to permit maximum returns in knowledge, skills, and attitudes to the pupils whose stay in school will be limited to less than one or less than two years.

Summary

1. 10.51 per cent of the 35,247 pupils enrolled in the college preparatory curricula in 1925-1926 left before the end of the year, whereas 16.61 per cent of the general curricula enrollment left; 18.83 per cent of the commercial curricula enrollment left; 17.68 per cent of the industrial curricula enrollment left; and 17.81 per cent of the fine arts curricula enrollment left before the end of the year.

2. The ninth grade and tenth grade percentage of elimination within the non-college-preparatory groups is approximately twice as great as that within the college preparatory group (college preparatory—9th grade, 11.46 per cent; 10th grade, 12.08 per cent; non-college preparatory—9th grade, 21.17 per cent; 10th grade, 22.12 per cent). In the eleventh grade the variation is slight; in the twelfth grade, negligible.

3. In every curriculum the boys show a much greater tendency to drop out than the girls:

CURRICULUM	PERCENTAGE OF BOYS ELIMINATED	PERCENTAGE OF GIRLS ELIMINATED
College Preparatory	12.62	7.86
General	20.39	12.85
Commercial	22.01	17.27
Fine Arts (based on few cases)	31.37	14.94
Industrial	18.1	16.68

Conclusions

1. The college preparatory curricula of New Jersey evidence a distinctly greater holding-power than the curricula not designed definitely for preparation for college. This superiority obtains markedly in the ninth and tenth grades, only appreciably in the eleventh grade, and the distinction is lost in the twelfth grade.

2. In the college preparatory, general, and commercial curricula, the ratio of the boys eliminated to the boys enrolled exceeds that of the girls eliminated to the girls enrolled by approximately five per cent. The difference in the industrial curricula is slight (1.5 per cent), there being, however, three times as many boys as girls enrolled in such curricula. The pupils enrolled in the fine arts curriculum are too few to admit of any general conclusions concerning them.

IX

Time of Leaving School

The data collected for 1925–1926 are the only data included in this study, the use of which is practicable in a consideration of the relative loss to the registry during the ten months of the school year. Tables XLVIIIa and XLVIIIb, pages 135 and 136, make it apparent that the general trend of the percentage of the elimination attributed to the individual months of the school year is strikingly similar for boys and girls.

In each case the percentage of elimination starts at approximately six per cent in September, shows a well-defined increase in October (from 6.29 per cent to 11.30 per cent for boys; from 6.37 per cent to 10.26 per cent for girls), a slight decrease in November (9.07 per cent for boys and 8.65 per cent for girls), and again a slight decrease in December (7.67 per cent for boys and 7.71 per cent for girls). The monthly percentage of loss from January first to the end of May remains strikingly stable at approximately twelve per cent, not varying by as much as one per cent in any case with the single exception that the May elimination of girls registered a two to three per cent decrease from that recorded for January, February, March, or April.

The resulting disparity in the May percentage of elimination for boys and girls is balanced by an inverse disparity for June. When the May and June percentages of elimination are combined, however, there is a difference of only one per cent.

The peak of elimination by reason of pupils' transferring to other schools is, as the table indicates, in the case of both boys and girls, reached in October, declining steadily until January and February, when it shows a marked increase, and then diminishing steadily each succeeding month.

TABLE XLVIIIa

TIME OF LEAVING SCHOOL (1925–1926)

Boys

	TOTALS			PERCENTAGES		
	ALL DROP-OUTS	TRANSFERS	EXCLUSIVE OF TRANSFERS	ALL DROP-OUTS	TRANSFERS	EXCLUSIVE OF TRANSFERS
September	364	121	243	6.29%	11.29%	5.15%
October	654	173	481	11.30%	16.14%	10.20%
November	525	111	414	9.07%	10.35%	8.78%
December	444	86	358	7.67%	8.02%	7.59%
January	707	131	576	12.21%	12.22%	12.21%
February	682	133	549	11.78%	12.41%	11.64%
March	718	124	594	12.47%	11.57%	12.58%
April	699	78	621	12.06%	7.28%	13.17%
May	696	74	622	12.02%	6.90%	13.19%
June	300	41	259	5.18%	3.82%	5.49%
Unclassified	299	125	174			
Total	6088	1197	4891	5789 (omitting 100% uncl.)	1072 (omitting 100% uncl.)	4717 (omitting 100% uncl.)

TABLE XLVIIIb

TIME OF LEAVING SCHOOL (1925–1926)

Girls

	TOTALS			PERCENTAGES		
	ALL DROP-OUTS	TRANSFERS	EXCLUSIVE OF TRANSFERS	ALL DROP-OUTS	TRANSFERS	EXCLUSIVE OF TRANSFERS
September	309	133	176	6.37%	10.92%	4.84%
October	498	179	319	10.26%	14.69%	8.78%
November	420	128	292	8.65%	10.51%	8.04%
December	374	88	286	7.71%	7.22%	7.85%
January	624	161	463	12.86%	13.22%	12.74%
February	579	156	423	11.93%	12.81%	11.64%
March	608	136	472	12.53%	11.16%	12.99%
April	536	95	441	11.04%	7.80%	12.13%
May	441	46	395	9.09%	3.79%	10.87%
June	464	96	368	9.56%	7.88%	10.12%
Unclassified	254	89	165			
Total	5107	1307	3800	4853 (omitting 100% uncl.)	1218 (omitting 100% uncl.)	3635 (omitting 100% uncl.)

Conclusions

1. There is no significant difference between boys and girls with regard to time of leaving school.

2. With the exception of October, the monthly percentage of elimination from September first until the end of December is considerably lower than that from January first to the end of May.

3. From the first of January to the end of May there is not as much as one per cent of variation in the percentage of elimination attributed to the individual months, with the exception of the May elimination for girls, which shows a decrease of from two to three per cent from that ascribed to January, February, March, or April.

4. In the case of both boys and girls who were transferred to other schools, the October, January, and February losses are considerably heavier than those ascribed to the other months, probably evidencing a tendency on the part of parents to permit their children to complete the term's work before transferring them to other schools.

X

Reasons for Leaving School

1. *Validity of the Data*

Any attempt that might be made by an investigator to determine why certain pupils left school before completing their high school course of study would, even under the best of conditions, be attended by many circumstances adverse to his securing thoroughly reliable data. Any school administrator who has attempted to ferret out the truth in such matters in cases within his own jurisdiction will agree that there is a good probability that the reason for leaving school entered on the official record card opposite a given child's name is either only one of several contributing reasons or even that it may be entirely false. One has merely to question a half dozen persons acquainted with an individual who has left school to secure a sampling of the endless variety of responses usually provoked by the query, "Why did Pupil A leave school?"

Dr. Joseph King Van Denberg reports the following experience:[1]

"In a few concrete, definite cases direct inquiries were made of the pupil by cultivating a personal acquaintance and interest. Some of the personal friends of each of these pupils were interviewed. The pupils' teachers, the pupils' principals, the pupils' parents were each questioned in turn. In these special cases there was little semblance of uniformity in the reasons given. To one person, one reason was given and insisted upon as *the* reason, while to each of several other persons a different reason was in turn given as the 'real' reason for leaving school.

"A questionnaire to determine the assigned reasons for any pupil's leaving high school would have to be addressed to a very large number of people, and it is doubtful if even then any valuable data could be gathered. Consider, for instance, this concrete instance: A girl in a city high school left at the end of

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[1]Van Denberg, Joseph King, *Causes of the Elimination of Students in Public Secondary Schools of New York City*, p. 4.

her first term. She was a good student and did her work well. Her parents were fairly well-to-do people of moderate refinement and education. A brother had graduated from a city high school and had entered college.

"The reasons given by this girl were carefully gathered by personal inquiry. The causes given and accepted by the people interviewed were:

1. Teacher: Dislike of Latin.
2. Teacher: Desire to study music and art.
3. Principal: Ill-health (wholly false).
4. Classmates: Dislike of a certain teacher.
5. Girl chum: Desire to go to a boarding school.
6. Mother: Dislike of biology.
7. Father: Desire to go to a country school.
8. Brother: Desire to get away from the city.
9. The investigator: Uncongenial classmates.

Probably all of the nine reasons given above were in part active agents in causing the girl to leave school at the end of one term, but what chance is there that any questionnaire would have brought them all out? Indeed an 'official' inquiry would have elicited the answer 'ill-health,' which the girl herself admitted to the investigator was wholly false."

Dr. Van Denburg's experience is probably typical. In the writer's ten years' experience as a high school principal comparatively few of the cases of leaving school have been clear-cut cases to which a single definite cause could be unhesitatingly assigned. In many instances the pupil himself, when questioned a year or more after leaving, gave a different response from that appearing on the office record card, the latter having been his declared reason for leaving at the time of his leaving.

In this study the responses to the "Reason for Leaving" item represent the best judgment of the school officials reporting, which judgment, however, is liable to the limitations placed upon it by the incompleteness and inaccuracy of the pupils' responses.

Furthermore, in the 1925–1926 division of the study, the Department of Public Instruction included under the "Cause of Leaving" caption only the following criteria: U (undesirable person, socially unfit for school), D (discouraged by school work), E (economic necessity—forced to support self or dependents), I (indifferent, merely drifting; chance taker or loafer), and under the column headed "Employment", only the following four items

were listed: I (industry—shop; factory; trades; agriculture, etc.), O (office employment—secretary; stenographer; bookkeeper; filing clerk; messenger, etc.), S (store clerk—salesman; collector; canvasser; waitress, etc.), and M (miscellaneous—other jobs).

The omission of ill-health as a reason for leaving has probably resulted in decreasing the percentage of responses assigning that as the reason for leaving, though in 6.82 per cent of the cases reported the item was inserted by the school officials reporting. That certain of the cause of leaving headings are not mutually exclusive is also apparent. Furthermore, the questionnaire seems to imply that all pupils who left school did so either through economic necessity or for some unworthy reason.

In the 1926–1927 section of the study, the schools were requested to name the pupils' reasons for leaving as reported by themselves. A careful scrutiny of the responses resulted in the following classification: moved away; lack of harmonious adjustment with school; discouraged; economic necessity; deceased; travel; to study some specific branch; undesirable person, socially unfit; conditions in family; to work; illness; marriage; insubordination; no reason given.

The additional items (moved away; lack of harmonious adjustment with school; travel; to study some specific branch; conditions in family; illness, and marriage) will be recognized as having a place in any complete classification of reasons for leaving.

2. *Reasons for Leaving School (1925–1926)*

Table XLIX classifies the individuals leaving school between September 1, 1925 and June 30, 1926 under the following headings: Indifferent; Discouraged; Undesirable—Socially Unfit; Poor; Ill; or Not Stated. The table classifies the boys separately, the girls separately, and the boys and girls combined; it also treats the white and the colored separately as well as in combination. The percentage of the eliminated boys reported as *indifferent* exceeds that of the eliminated girls so reported by approximately 13 per cent. The percentages reported as *discouraged*

are almost identical (12.94 per cent for the boys, and 12.79 per cent for the girls). Whereas 2.37 per cent of the drop-out boys were reported as *undesirable* persons, only .92 per cent of the eliminated girls were so reported. The percentage of the girls who dropped out from *economic necessity* (42.00 per cent) exceeded that of the boys who left out of economic necessity (39.68 per cent) by approximately two and one-half per cent. *Illness* was reported in 4.07 per cent of the cases of the boys who left school and in 10.37 per cent of the cases of the girls who left. The responses were incomplete in 19.56 per cent of the boys' cases and in 20.37 per cent of the girls' cases.

In Table L the attempt is made to relate the type of individual leaving school with the kind of employment secured. The table should be read thus: Of the 1290 boys reported as indifferent among the 1925–1926 drop-outs exclusive of transfers, 308 went into industry, 111 went into office work, 108 into stores as clerks or in some similar capacity, 398 into miscellaneous occupations here unclassified, and no report was made concerning 365. The boys reported as indifferent represent 26.38 per cent of the total male drop-out, etc.

Probably a portion of the eliminated pupils included under the "not stated" caption did not secure employment at all. Unfortunately, there is no way of determining to what extent the cases covered in the item belong to the "no employment secured" division of the group. When we combine the *miscellaneous* item with the *not stated* item, we find that it includes 56 per cent of the boys' cases and 68 per cent of the girls' cases, thus leaving only approximately 40 per cent of the cases to be classified as having entered industry, office work, or store work. The only significant feature of the table dealing with classification of employment secured is that 25 per cent of the boys who left school went into industrial occupations, as compared with 9.55 per cent going into office work and 8.39 per cent going into store work, whereas 13.77 per cent of the eliminated girls went into office work, as compared with 11.26 per cent going into industry and 7 per cent taking store positions.

Table LI is similar to Table L, except that the division by color is here observed instead of the division by sex. It is inter-

esting to note that the percentage of colored classified as *indifferent* exceeded that of the indifferent white by 2 per cent, the colored *discouraged* exceeded the white discouraged by 5 per cent, the colored *socially unfit* exceeded the white so labelled by 4 per cent, and the colored *ill* exceeded the white ill by .6 per cent; on the other hand, it is equally interesting to note that the percentage of white pupils reported as leaving out of economic necessity exceeded that of the colored pupils so reported by 20 per cent.

Much more variation is to be observed in comparing the white with the colored than in comparing the boys with the girls.

3. *Reasons for Leaving School (1926–1927)*

The four thousand nine hundred one (4901) cases studied for 1926–1927 fall readily into the classification indicated by Table LII, which presents the percentages of pupils leaving for various reasons separately for the first term (4029 cases) and for the second term (872 cases) in order that the findings may be checked against one another.

A surprising variation in the percentages for the two terms exists throughout the table. This variation remains apparent even when the items that verge upon one another are collected, as in Table LIII.

While it is the purpose of this study to report conditions rather than to account for them, a comment or two concerning possible reasons for the marked lack of uniformity in the findings for the two terms may not be amiss.

1. Removal, transfer, or to study some specific branch: The natural assumption would be that in cases where pupils or their parents were dissatisfied with school conditions at the beginning of a school year, they would seek a transfer to a school better adapted to suit the needs of the pupils early in the school year. Moreover, the beginning of a new calendar year witnesses many changes in residence, and the first term's elimination includes that for January. These two causes combined would tend to emphasize the first term's elimination incident upon removal or transfer.

TABLE XLIX

Type of Individual Eliminated 1925–1926

(Exclusive of Transfers)

TYPE OF INDIVIDUAL	BOYS				GIRLS				BOYS AND GIRLS COMBINED			
	WHITE	COLORED	TOTAL	PER-CENTAGE	WHITE	COLORED	TOTAL	PER-CENTAGE	WHITE	COLORED	TOTAL	PER-CENTAGE
I												
Indifferent	1248	42	1290	26.38	495	20	515	13.55	1743	62	1805	20.77
D												
Discouraged	609	24	633	12.94	462	24	486	12.79	1071	48	1119	12.88
U												
Undesirable, socially unfit for school	106	10	116	2.37	29	6	35	.92	135	16	151	1.74
E												
Economic necessity												
Poor	1914	27	1941	39.68	1565	31	1596	42.00	3479	58	3537	40.69
Illness												
Ill	194	5	199	4.07	379	15	394	10.37	573	20	593	6.82
Not stated	679	33	712	14.56	740	34	774	20.37	1419	67	1486	17.10
Total	4750	141	4891	100%	3670	130	3800	100%	8420	271	8691	100%

TABLE L

CAUSE OF LEAVING SCHOOL RELATED WITH TYPE OF INDIVIDUAL DROPPING OUT
1925–1926 Exclusive of Transfers)

Boys

	INDIFFERENT	DISCOURAGED	UNFIT	ECONOMIC NECESSITY	ILLNESS	NOT STATED	TOTAL	PERCENTAGE
Industry	308	197	25	616	5	71	1222	24.98
Office work	111	91	8	214	2	41	467	9.55
Store clerk	108	97	4	177	1	23	410	8.39
Miscellaneous	398	121	28	467	4	67	1085	22.18
Not stated	365	127	51	467	187	510	1707	34.90
Totals	1290	633	116	1941	199	712	4891	100%
Percentages	26.38	12.94	2.37	39.68	4.07	14.56	100%	

Girls

Industry	50	41	1	317	2	17	428	11.26
Office work	77	81	2	311	2	50	523	13.77
Store clerk	56	59	1	142	1	7	266	7.00
Miscellaneous	125	141	7	438	17	45	773	20.34
Not stated	207	164	24	388	372	655	1810	47.63
Totals	515	486	35	1596	394	774	3800	100%
Percentages	13.55	12.79	.92	42.00	10.37	20.37	100%	

Boys and Girls Combined

Industry	358	238	26	933	7	88	1650	18.97
Office work	188	172	10	525	4	91	990	11.40
Store clerk	164	156	5	319	2	30	676	7.78
Miscellaneous	523	262	35	905	21	112	1858	21.38
Not stated	572	291	75	855	559	1165	3517	40.47
Totals	1805	1119	151	3537	593	1486	8691	100%

TABLE LI

CAUSE OF LEAVING SCHOOL RELATED WITH TYPE OF INDIVIDUAL DROPPING OUT, CLASSIFIED ACCORDING TO COLOR 1925–1926

White

	INDIFFERENT	DISCOURAGED	UNFIT	ECONOMIC NECESSITY	ILLNESS	NOT STATED	TOTAL	PERCENTAGE
Industry	351	235	23	914	7	84	1614	19.17
Office work	186	172	10	525	4	90	987	11.72
Store clerk	160	150	5	312	2	30	659	7.83
Miscellaneous	494	246	34	882	21	106	1783	21.18
Not stated	552	268	63	846	539	1109	3377	40.10
Totals	1743	1071	135	3479	573	1419	8420	100%
Percentages	20.70	12.72	1.60	41.32	6.81	16.85	100%	

Colored

Industry	7	3	3	19	0	4	36	13.28
Office work	2	0	0	0	0	1	3	1.11
Store clerk	4	6	0	7	0	0	17	6.27
Miscellaneous	29	16	1	23	0	6	75	27.68
Not stated	20	23	12	9	20	56	140	51.66
Totals	62	48	16	58	20	67	271	100%
Percentages	22.88	17.72	5.90	21.40	7.38	24.72	100%	

TABLE LII

REASONS FOR LEAVING SCHOOL

(1926–1927)

REASON	FIRST TERM		SECOND TERM	
	NUMBER	PER-CENTAGE	NUMBER	PER-CENTAGE
1. Moved away or transferred	1108	27.50	121	13.88
2. To study some specific branch	146	3.63	60	6.88
3. Economic necessity	309	7.67	44	5.05
4. To work	1468	36.43	223	25.58
5. Family disturbance	98	2.43	74	8.49
6. Illness or accident	233	5.78	92	10.55
7. Deceased	11	.28	1	.12
8. Lack of harmonious adjustment with school	313	7.77	97	11.12
9. Expelled (undesirable person)	5	.12	13	1.49
10. Trouble with teachers (insubordination)	39	.97	6	.68
11. Discouraged by failure in school work	45	1.12	74	8.48
12. Married	25	.62	12	1.38
13. Travel	7	.17	9	1.03
14. No reason stated	222	5.51	46	5.27
Totals	4029	100%	872	100%

TABLE LIII

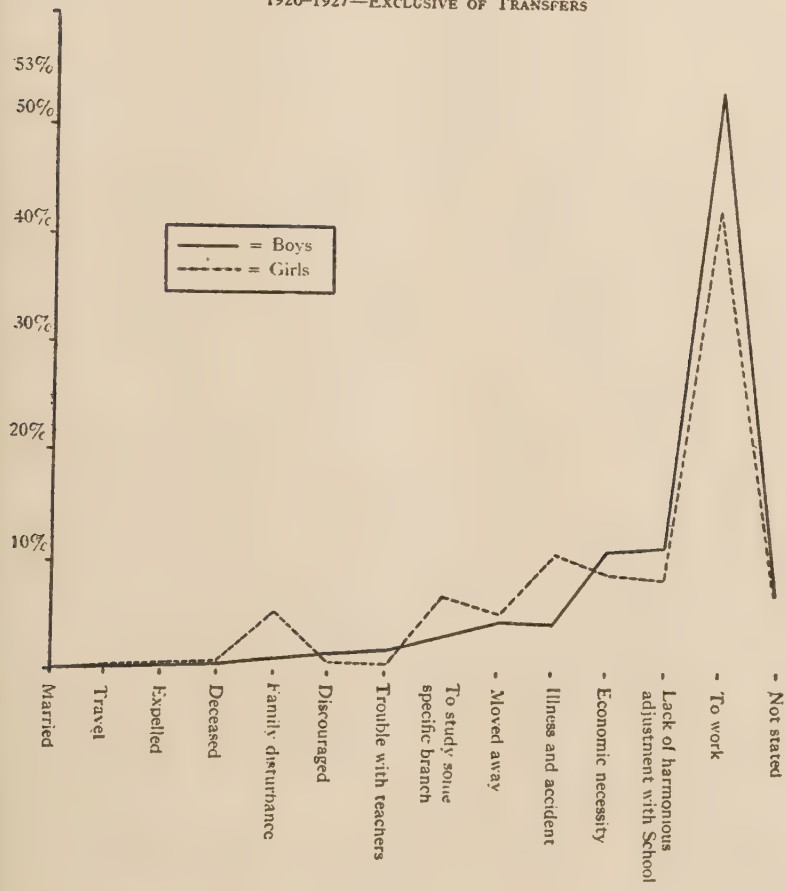
REASONS FOR LEAVING SCHOOL

1926–1927

REASON	PERCENTAGE	
	FIRST TERM	SECOND TERM
Removal, transfer, or to study some specific branch	31.13	20.76
Necessity to work or to leave for family reasons	46.53	39.12
Illness, accident, or death	6.06	10.67
Maladjustment of all sorts	9.98	21.77
Marriage	.62	1.38
Travel	.17	1.03
Not stated	5.51	5.27
Total	100%	100%

CHART 8

BOYS' AND GIRLS' REASONS FOR LEAVING SCHOOL—FIRST TERM 1926–1927—EXCLUSIVE OF TRANSFERS



2. Necessity to work or to leave for family reasons: It is the experience of the writer that in many instances parents enter their children in school at the beginning of the school year, hoping against hope that they may be able to keep them in school all the year. The approach of winter is probably the biggest single factor in the discouragement of a family in limited cir-

cumstances concerning their financial status. If summer were perennial, and there were not coal to buy and warm clothing to provide, some of the elimination from school might be prevented.

3. Illness, accident, or death: The winter and early spring months witness the peak of illness and disease. Rested by the long summer's vacation, freedom from strain, and enjoyment of life in the open, high school pupils miss comparatively little time from school during the autumn months, and few, during the same period, are forced to withdraw because of illness.

4. Maladjustment of all sorts: The first term's drop-out because of maladjustment does not include those pupils who, because of dissatisfaction with school conditions, failed to return to school in September. On the other hand, the second term's elimination includes all those pupils who at the beginning of the second term, were discouraged or disappointed because of their roster assignments.

5, 6, and 7. Marriage, travel, and not stated: The differences of percentages appearing opposite the last three items are negligible.

These explanations are merely suggestive. They aim to imply that the differences noted are probably not merely chance relations, but are the result of fundamental differences in conditions coincident with the two terms of a school year.

A further analysis of the first term's elimination is presented in Table LIV, which compares by sex, in each separate grade, the percentage of elimination attributed to each assigned cause. Because of the smallness of the numbers, no similar tabulation for the second term is included.

Chart 8, page 147, presents for the combined grades (see last section of Table LIV) a graphical comparison of the boys' and the girls' reasons for leaving school. The striking points of contrast are as follows: (1) family disturbance (boys—1.06 per cent, girls—5.53 per cent); (2) to study some specific branch (boys—2.99 per cent, girls—6.69 per cent); (3) illness or accident (boys—4.43 per cent, girls—11.07 per cent); (4) lack of harmonious adjustment with school (boys—11.73 per cent, girls—8.54 per cent); (5) to work (boys—53.40 per cent, girls—41.80 per cent).

TABLE LIV

BOYS' AND GIRLS' REASONS FOR LEAVING SCHOOL—FIRST TERM 1926–1927

(Exclusive of Transfers)

REASON	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE		ALL GRADES COMBINED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1. Moved away	4.62	4.38	3.93	5.28	5.59	4.89	0.00	4.345	4.36	5.20
2. To study some specific branch	2.93	5.86	3.31	7.92	2.49	7.14	3.61	4.345	2.99	6.69
3. Economic necessity	11.89	12.22	10.56	7.32	9.01	7.89	10.84	3.26	10.86	9.22
4. To work	54.97	42.18	51.76	46.55	53.42	36.47	49.39	29.35	53.40	41.80
5. Family disturbance	.70	6.19	1.66	4.27	.93	6.01	1.21	6.52	1.06	5.53
6. Illness or accident	4.05	10.10	4.14	8.74	4.04	15.41	10.84	17.39	4.43	11.07
7. Deceased	.14	.16	.21	.41	.62	1.13	1.21	0.00	.31	.41
8. Lack of harmonious adjustment with school	9.37	7.33	13.66	7.52	13.35	12.03	14.46	11.96	11.73	8.54
9. Expelled (undesirable person)	.42	0.00	.21	0.00	0.00	.38	0.00	0.00	.25	.07
10. Trouble with teachers (insubordination)	1.40	.65	1.45	1.02	2.17	.38	4.82	1.09	1.75	.75
11. Discouraged by failure in school work	1.68	1.47	1.04	.61	2.79	1.50	6.00	3.26	1.62	1.29
12. Married	0.00	.32	0.00	1.22	0.00	1.88	1.21	11.96	.06	1.64
13. Travel	.28	.32	.41	.20	0.00	0.00	0.00	0.00	.25	.20
14. No reason stated	7.53	8.82	7.66	8.94	5.59	4.89	2.41	6.52	6.93	7.59
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Summary

1. Of the pupils leaving school in 1925–1926 for other reasons than to transfer to another school

13.55 per cent of the boys and 26.38 per cent of the girls were reported as *indifferent*

12.94 per cent of the boys and 12.79 per cent of the girls were reported as *discouraged*

2.37 per cent of the boys and .92 per cent of the girls were reported as *undesirable*

39.68 per cent of the boys and 42.00 per cent of the girls were reported as *leaving because of economic necessity*

4.07 per cent of the boys and 10.37 per cent of the girls were reported as *leaving because of illness*

14.56 per cent of the boys and 20.37 per cent of the girls were reported as *leaving without the reason's being stated*

2. Of these same pupils

25 per cent of the boys and 11.26 per cent of the girls were reported as going into *industry*

9.55 per cent of the boys and 13.77 per cent of the girls were reported as going into *office work*

8.39 per cent of the boys and 7.00 per cent of the girls were reported as going into *store positions*

3. Using the color rather than the sex division

20.70 per cent of the white and 22.88 per cent of the colored were reported as *indifferent*

12.72 per cent of the white and 17.72 per cent of the colored were reported as *discouraged*

1.60 per cent of the white and 5.90 per cent of the colored were reported as *undesirable*

41.32 per cent of the white and 21.40 per cent of the colored were reported as leaving because of *economic necessity*

6.81 per cent of the white and 7.38 per cent of the colored were reported as leaving because of *illness*

16.85 per cent of the white and 24.72 per cent of the colored were reported as leaving *without the reason's being stated*

19.17 per cent of the white and 13.28 per cent of the colored were reported as going into *industry*

11.72 per cent of the white and 1.11 per cent of the colored were reported as going into *office work*

7.83 per cent of the white and 6.27 per cent of the colored were reported as going into *store positions*

4. A careful analysis of the reasons assigned by approximately five thousand pupils for their leaving school in 1926–1927 has resulted in the naming of the following criteria to include all the denominations made by the pupils: moved away or transferred; to study some specific branch; economic necessity; to work; family disturbances; illness or accident; deceased; lack of harmonious adjustment with school; expelled (undesirable person); trouble with teachers; discouraged by failure in school work; married; travel; no reason stated.

5. Collecting the items that verge upon one another yields the following percentage divisions:

REASON FOR LEAVING	1926–1927 FIRST TERM	SECOND TERM
Removal, transfer, or to study some specific branch	31.13%	20.76%
Necessity to work or to leave for family reasons	46.53%	39.12%
Illness, accident, or death	6.06%	10.67%
Maladjustment of all sorts	9.98%	21.77%
Marriage	.62%	1.38%
Travel	.17%	1.03%
Not stated	5.51%	5.27%

6. A complete analysis of the returns for the first term of 1926–1927, by grade, and sex, exclusive of transferred pupils, indicates that more than 60 per cent of the pupils who left did so either to work or out of economic necessity. The only other items that, in the combined grades, include more than ten per cent of the cases are: (1) illness or accident, which in the case of the girls accounts for 11.07 per cent of the eliminations, and (2) lack of harmonious adjustment with school, which, in the case of the boys, accounts for 11.73 per cent of the drop-outs.

Conclusions

1. Economic necessity is given as accounting for more eliminations from school than any other single cause of leaving, for

approximately 40 per cent of the pupils who left school in 1925–1926 were reported as leaving out of economic necessity.

Approximately 60 per cent of the pupils who left school in 1926–1927 were reported as leaving either to work or out of economic necessity.

2. Ill health appears not to have been a contributing cause of elimination in more than ten per cent of all the cases reported.

3. Much more variation is to be observed in comparing the white with the colored than in comparing the boys with the girls. It is interesting to note that the percentage of colored classified as indifferent exceeded that of the indifferent white by 2 per cent, the colored discouraged exceeded the white discouraged by 5 per cent, the colored socially unfit exceeded the white so labelled by 4 per cent, and the colored ill exceeded the white ill by .6 per cent; on the other hand, it is equally interesting to note that the percentage of white pupils reported as leaving out of *economic necessity* exceeded that of the colored pupils so reported by 20 per cent.

4. Reflection on the inherent differences surrounding the two terms regarded as separate units makes the rather striking variations existing in the separate terms' percentages leaving for the various reasons seem matters of per se rather than chance variation.

XI

Miscellaneous Facts Concerning the 872 Drop-Outs Reported Between February 1 and June 30, 1927

In Chapter I, "Collecting the Data," the scope of the survey covering the second term's elimination during the school year 1926–1927 is clearly outlined. Full and exact information concerning the thirty-eight items included in the questionnaire would furnish a wealth of material for study. Either through a poverty of recorded information concerning the pupils' sociological background or through antipathy to any lengthy listing of items, the questionnaire dealing with the February 1-June 30, 1927 drop-out elicited responses concerning fewer than one thousand pupils. However, the sampling includes every county of the state and schools of all sizes, ranging from the very small to the very large school and including every one of the size-groups previously discussed. The pupils reported may, therefore, be regarded as representative of as widely scattered an area and as widely variant size-types of school as could be desired.

Let us consider briefly the eight hundred seventy-two cases reported.

Items 1, 2, 3, and 4 (sex, color, and age) have been treated in Chapters III, IV, and V, respectively.

Item 5—Place of Birth of Pupil.

Six hundred ninety-two (692) of the eight hundred seventy-two (872) pupils were born in the United States. The item was omitted in one hundred fifty-seven (157) cases. Of the twenty-three (23) pupils born in foreign countries, 7 were born in England, 4 in Scotland, 3 in Poland, 2 each in Italy, Armenia, and Canada, one each in Norway, Germany, and Russia.

The situation with regard to the place of birth of these eliminated pupils is clarified by reduction of the data to a percentage basis: 79.36 per cent were born in the United States; 2.64 per cent were born in a foreign country, no statement being made concerning the remaining 18 per cent. Fifty per cent of the children of foreign birth were born in the British Isles.

There is not available from any source at the present time information concerning the distribution of New Jersey's secondary school population as to the pupils' nativity or that of the parents. There is a high degree of probability, however, that the children of foreign birth total considerably more than 2.64 per cent of the enrollment.

Item 6—Age of Foreign-Born Children at Time of Coming to United States.

Fifteen (15) of the possible twenty-three (23) cases were reported. Two children were one year of age, one child was two years of age, three were three years old, one was five, one was six, three were nine, two were twelve, one was thirteen, and one was fourteen. The paucity of the information concerning Item 6 precludes the drawing of conclusions.

Items 7 and 8—Birthplace of Father and Mother.

The following tabulation sets forth such information as was contained in the responses concerning the birthplace of the parents of the eight hundred seventy-two (872) pupils reported:

TABLE LVa

PARENTAL NATIVITY OF ELIMINATED PUPILS

PLACE OF BIRTH	FATHER NO. OF CASES	MOTHER NO. OF CASES
1. United States	395	385
2. England	17	17
3. Scotland	10	9
4. Ireland	9	16
5. Norway	3	3
6. Sweden	7	5
7. Denmark	1	3
8. Netherlands	4	5
9. Belgium	1	2
10. Luxemburg	0	1
11. Switzerland	2	3
12. France	1	1
13. Germany	26	19
14. Austria	9	7
15. Poland	28	24
16. Czecho-Slovakia	5	5
17. Hungary	14	14
18. Russia	46	47
19. Lithuania	4	3
20. Italy	48	43
21. Spain	1	0
22. Europe (not specified)	2	2
23. Armenia	1	1
24. North and South America	1	1
25. Canada	2	3
26. German-Poland	4	3
27. Australia	1	1
28. Not stated	230	249
TOTAL	872	872

At a glance it will be noted that of the six hundred forty-two (642) cases concerning whom information was supplied as to the birthplace of the father, three hundred ninety-five (395), or 61.53 per cent, were born in the United States, and two hundred forty-seven (247), or 38.48 per cent, were born in foreign countries. A striking similarity is at once evident in the six hundred twenty-three (623) responses concerning the birthplace of the mother, three hundred eighty-five (385), or 61.80 per cent, having been born in the United States, and two hundred thirty-eight (238), or 38.20 per cent, in foreign countries.

The distribution on a percentage basis of the place of birth of foreign-born parents is of interest:

TABLE LVb

PARENTAL NATIVITY OF ELIMINATED PUPILS

PLACE OF BIRTH OF FOREIGN-BORN FATHER	NO.	PER-CENTAGE	PLACE OF BIRTH OF FOREIGN-BORN MOTHER	NO.	PER-CENTAGE
England	17	6.88	England	17	7.15
Scotland	10	4.05	Scotland	9	3.78
Ireland	9	3.64	Ireland	16	6.72
Norway	3	1.22	Norway	3	1.26
Sweden	7	2.83	Sweden	5	2.10
Denmark	1	.40	Denmark	3	1.26
Netherlands	4	1.62	Netherlands	5	2.10
Belgium	1	.40	Belgium	2	.84
Luxemburg	0	0	Luxemburg	1	.42
Switzerland	2	.81	Switzerland	3	1.26
France	1	.40	France	1	.42
Germany	26	10.53	Germany	19	7.99
Austria	9	3.64	Austria	7	2.94
Poland	28	11.34	Poland	24	10.09
Czecho-Slovakia	5	2.03	Czecho-Slovakia	5	2.10
Hungary	14	5.67	Hungary	14	5.88
Russia	46	18.62	Russia	47	19.75
Lithuania	4	1.62	Lithuania	3	1.26
Italy	48	19.44	Italy	43	18.06
Spain	1	.40	Spain	0	0
Europe (not specified)	2	.81	Europe (not specified)	2	.84
Armenia	1	.40	Armenia	1	.42
North and South America	1	.40	North and South America	1	.42
Canada	2	.81	Canada	3	1.26
German-Poland	4	1.64	German-Poland	3	1.26
Australia	1	.40	Australia	1	.42
TOTAL	247	100%	TOTAL	238	100%

Item 9—Occupation of Father.

The Counts classification[1] of occupations has been used in making the following tabulation representing the occupations of the fathers of the eight hundred seventy-two (872) eliminated pupils:

TABLE LVI

Occupations of Fathers of Eliminated Pupils

OCCUPATION	NO. OF CASES	PERCENTAGE
1. Proprietors	80	12.18
2. Professional service	40	6.09
3. Managerial service	63	9.59
4. Commercial service	46	7.00
5. Clerical service	24	3.65
6. Agricultural service	61	9.28
7. Artisan-proprietors	39	5.94
8. Building and related trades	76	11.57
9. Machine and related trades	59	8.98
10. Printing trades	6	.91
11. Miscellaneous trades in Mfg. and Mech. industries	48	7.31
12. Transportation service	33	5.02
13. Public service	12	1.83
14. Personal service	21	3.19
15. Miners, lumber-workers, and fishermen	1	.15
16. Common labor	48	7.31
TOTAL	657	100%
17. Not stated	174	
18. Deceased	41	
GRAND TOTAL	872	

Item 10—Occupation of Mother.

In thirty-four per cent of the eight hundred seventy-two cases reported, the mother was classified as a housewife or housekeeper; in fifty-eight per cent of the cases the item was omitted; in only eight per cent of the cases was the mother reported as being gainfully occupied. A tabulation of the occupations of the eight per cent (seventy-one cases) on the basis furnished by the Counts classification yields very scattered results and evidences

[1] *The Selective Character of American Secondary Education*, by George Sylvester Counts, pp. 22 and 23.

no general trend. The largest concentration of cases is to be found in the ten cases included under "miscellaneous trades in manufacturing and mechanical industries" and an equal number of cases under "personal service." Because of its lack of significant trends, the tabulation is not here included.

For lack of more closely related comparative data, let us project these percentage divisions obtaining among the eliminated pupils of New Jersey against those reported by Counts, for the 17,265 students enrolled in the high schools of Bridgeport, Conn., Mt. Vernon, N. Y., St. Louis, Missouri, and Seattle, Wash. during 1919–1920 and 1920–1921. In order that the comparison may not be unduly influenced by the presence of Counts' last item, "Unknown," it has been eliminated from both tabulations, thus reducing to 16,699 the number considered

TABLE LVII

A Comparison of the Occupational Divisions Obtaining Among Parents of 657 Pupils Eliminated from New Jersey High Schools Between Feb. 1 and June 30, 1927, With Those Reported by Counts for 16,699 High School Students Enrolled in Four Widely Scattered Cities During 1919–1920 and 1920–1921

Parental Occupation	Total No.	Counts' Classification Percentage		New Jersey Drop-outs Percentage
1. Proprietors	3427	20.52	←	12.18
2. Professional service	1629	9.75	←	6.09
3. Managerial service	2846	17.04	←	9.59
4. Commercial service	1637	9.80	←	7.00
5. Clerical service	996	5.96	←	3.65
6. Agricultural service	416	2.49	→	9.28
7. Artisan-Proprietors	723	4.33	→	5.94
8. Building trades	1325	7.94	→	11.57
9. Machine trades	1227	7.35	→	8.98
10. Printing trades	186	1.12	←	.91
11. Miscellaneous trades	654	3.92	→	7.31
12. Transportation service	846	5.07	←	5.02
13. Public Service	270	1.62	→	1.83
14. Personal service	238	1.43	→	3.19
15. Miners, lumber workers, fishermen	66	.39	←	.15
16. Common labor	213	1.27	→	7.31
TOTAL	16699	100%		100%

in the Counts study, which accounts for the variation of the percentages here recorded from those reported by Counts on page 26 of his study.

At once it becomes apparent that in the upper occupational levels the general tendency is for the percentages enrolled to exceed the percentages eliminated, and, conversely, in the lower occupational levels, for the percentages eliminated to exceed the percentages enrolled.

There is, of course, no defensible ground for the assumption that the percentages among the entire enrollment of New Jersey for 1926–1927 are necessarily comparable with those reported by Counts for four widely scattered cities for 1919–1920 and 1920–1921; nevertheless, the persistence of the tendencies noted is probably not merely an accidental relationship.

Let us see whether parental occupation has any observable relation to rapidity of elimination. The following table treats separately the eliminations among the four high school grades, and indicates, in general, the greater rapidity of elimination among the children of parents belonging to the lower than the higher occupational levels.

TABLE LVIII

RAPIDITY OF ELIMINATION AMONG THE CHILDREN OF FATHERS BELONGING TO THE VARIOUS OCCUPATIONAL LEVELS (BASED ON 657 CASES REPORTED FOR FEB. 1–JUNE 30, 1927)

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1. Proprietors	8.27	14.29	16.28	13.33
2. Professional service	5.64	5.07	6.98	11.11
3. Managerial service	7.90	10.60	11.63	8.89
4. Commercial service	4.51	8.76	10.08	4.45
5. Clerical service	2.63	3.22	3.87	11.11
6. Agricultural service	10.90	7.83	7.75	11.11
7. Artisan proprietors	4.89	8.30	3.10	8.89
8. Building and related trades	13.91	9.68	12.40	4.45
9. Machine and related trades	8.27	10.14	9.30	6.67
10. Printing trades	.75	1.84	0.00	0.00
11. Miscellaneous trades in Manufacturing and Mechanical Industries	9.02	5.99	7.75	2.22
12. Transportation service	5.64	2.30	5.43	13.33
13. Public service	2.63	1.38	.78	2.22
14. Personal service	2.63	5.53	.78	2.22
15. Miners, lumber-workers and fishermen	0.00	.46	0.00	0.00
16. Common labor	12.41	4.61	3.87	0.00
	100%	100%	100%	100%

Items 11 and 12—Highest Schooling of Father and Mother.

The answers to questions 11 and 12 invite discredit by their lack of specific information. The item was ignored in more than half the cases; and, in the cases where the information was supplied, the manner of its statement in most cases was vague and general; for example, "attended grammar school" might in its interpretation range from a single day in the first grade to completion of the eighth grade. Similarly, "graduated from college" may have had reference to an academic degree, a business school diploma, or a correspondence course certificate. Briefly, the findings are as follows:

TABLE LIX

EXTENT OF SCHOOLING OF PARENTS OF ELIMINATED PUPILS

EXTENT OF EDUCATION	FATHER	MOTHER
	NO. OF CASES	NO. OF CASES
1. Attended grammar school	127	111
2. Graduated grammar school	85	100
3. Attended high school	57	45
4. Graduated high school	31	35
5. Attended college	7	—
6. Graduated college	21	7
7. Attended normal school	—	2
8. Graduated normal school	—	3
9. Foreign school	51	44
10. Not Stated	493	525
TOTAL	872	872

Item 13—Transfers to Other Schools.

One hundred six (106) of the eight hundred seventy-two (872) pupils transferred to public schools, twenty-one (21) to private schools. Thus, for every pupil who transferred to a private school five transferred to public schools.

Item 14—Transfers from Other Schools.

Forty-five (45) pupils were received by transfer from other New Jersey schools, thirteen (13) from schools outside the state. Thus, four times as many pupils dropped out after transferring

from other New Jersey high schools as did so after transferring from high schools outside the state.

Items 15 and 16—Late Entrance.

Only seventy-two (72) of the eight hundred seventy-two (872) eliminated pupils, or 8.26 per cent, entered school after the opening day of school. Of these, 16 were attributed to September, 6 to October, 10 to November, 8 to December, 7 to January. 16 to February, 4 to March, 2 to April, 1 to May, and 2 to June, Apparently entrance very late in the school year affected elimination comparatively little.

Item 17—Date of Leaving.

Inasmuch as this portion of the study concerns only the second term (February to June), the findings are not significant.

Items 18 and 19—Number of Times Tardy and Days Absent.

Note the attendance figures for these 872 drop-out pupils.

TABLE LX

ATTENDANCE AND PUNCTUALITY RECORD OF ELIMINATED PUPILS

TIMES TARDY OR DAYS ABSENT	NO. OF CASES TARDINESS	NO. OF CASES ABSENCE
0	462	67
1–4	220	179
5–9	45	164
10–14	7	137
15–19	7	74
20–24	2	60
25–29	1	41
30 or over	1	104
Not stated	127	46
TOTAL	872	872

Obviously, absence from school bears a much more positive relation to elimination from school than does tardiness. Apparently, in the section of the study under discussion, the eliminated pupils' record of punctuality in attending school sessions was not notably poor, there having been no tardiness in more than fifty per cent of the cases and a record of not more than five times tardy in more than seventy-five per cent of the cases.

Absence from school to a considerable degree seems to have been concomitant with elimination in approximately fifty per cent of the cases, the statement being based on the fact that four hundred sixteen (416) of the eight hundred twenty-six (826) eliminated pupils concerning whom statements were made had been, prior to their withdrawal, absent at least ten days, during the school year then current. In fewer than ten per cent of the cases of elimination was there a record of perfect attendance.

Items 20, 21, 22—Grade, Curriculum, and Health. See Chapters VI, VII, and VIII.

Item 23—Number of Major Subjects Passed and Failed.

Wide variation in the number of subjects carried by the individual pupils renders of doubtful value comparisons of the information here recorded. However, the tabulations are themselves of interest.

TABLE LXI

NUMBER OF MAJOR SUBJECTS PASSED AND FAILED BY ELIMINATED PUPILS

PASSING		FAILING	
NO. OF SUBJECTS	NO. OF CASES	NO. OF SUBJECTS	NO. OF CASES
0	47	0	83
1	61	1	95
2	89	2	106
3	99	3	70
4	92	4	69
5	25	5	11
6	5	6	1
7	1	7	1
8	3	8	1
9	4	9	
Passing but not stated how many	182	Failing but not stated how many	121
Not stated	264	Not stated	314
TOTAL	872	TOTAL	872

Either a positive or a negative view of the data here recorded would warrant the conclusion that fully fifty per cent of the drop-out pupils concerning whom these items of information were reported were doing fairly successful work, as indicated by the following summary:

PASSING		FAILING	
No subject.....	47 or 7.73%	No subject.....	83 or 14.88%
One or two subjects only.....	150 or 24.67%	One or two subjects only.....	201 or 36.02%
Three or more subjects, and Passing but not stated how many subjects.....	411 or 67.60%	Three or more subjects, and Failing, but not stated how many subjects	274 or 49.10%
TOTAL.....	608 or 100%	TOTAL....	558 or 100%

Additional light on the success in school work of these eliminated pupils is thrown by the answers elicited by Item 30—Has the pupil failed at least one subject in high school? This includes his entire high school record up to the time of his leaving. The returns indicate that

168, or 24.56 per cent, had never failed a subject
516, or 75.44 per cent, had failed at least one subject
No statement was made concerning the remaining 230.

Item 24—Was employment obtained on pupil's leaving school?
Yes—309
No—333
Not stated—230.

Obviously a definite follow-up program would be necessary to establish the reliability of these returns.

Items 25, 26, and 27—Transportation.

Two hundred thirty-seven (237) of the eight hundred seventy-two (872) eliminated pupils were transported pupils. In only three (3) cases, however, was any problem growing out of transportation a cause of the pupil's leaving school—this in spite of the fact that many of the pupils lived at a considerable distance from school, as the following tabulation will indicate:

TABLE LXII

DISTANCE FROM SCHOOL OF HOMES OF ELIMINATED PUPILS

DISTANCE	NO. OF CASES
Less than a mile	545
1 mile	37
2 miles	78
3 miles	48
4 miles	39
5 miles	23
6 miles	21
7 miles	12
8 miles	13
9 miles and over	31
Not stated	25
TOTAL	872

Items 28 and 29—Intelligence Quotient and Mental Age.

The returns in the case of Items 28 and 29 were not sufficient in number or exactness to warrant tabulation.

Items 31, 32, and 33—Extra-Curricular Activities.

Items 31 and 32—Has the pupil during the school year played on a varsity or class athletic team? The answers are presented in Table LXIII.

TABLE LXIII

PARTICIPATION IN ATHLETIC TEAM ACTIVITIES BY ELIMINATED PUPILS

Neither	786 or 90.14%
Varsity only	17 or 1.95%
Class only	44 or 5.05%
Both	25 or 2.86%
Total	872 or 100%

TABLE LXIV

DID PUPIL EXCEL IN ANY SCHOOL ACTIVITY?

None	816
Athletics	33
Music	6
Agriculture Judging team	1
Dramatics	2
Cheer leading	1
Art	3
Scout work and traffic control	3
Mechanics, Electrical work, Radio, and Printing	6
Debating	1
TOTAL	872

Item 33—Did the pupil excel in any particular line of either scholastic or extra-curricular activity? The answers are presented in Table LXIV.

The drop-out pupils were evidently not a group who excelled in any distinct line of curricular or extra-curricular activity, as

93.58 per cent excelled in none,
only 3.78 per cent excelled in athletics,
and only 2.64 per cent excelled in all other lines of activity combined.

Items 34 and 35—Grades Skipped and Grades Repeated below the High School.

It is evident that the office records have in general no information to offer concerning grades skipped or grades repeated below the high school, as the items were omitted altogether in more than fifty per cent of the responses. The only information of any interest yielded by the items may be summed up in the statement that at least 14.80 per cent skipped at least one grade and at least 20.08 per cent repeated at least one grade.

Item 36—While in school this school year, had the pupil any regular employment for which he received pay?

TABLE LXV

REGULAR PAID EMPLOYMENT WHILE IN SCHOOL

Yes	159 cases, or 18.23%
No	369 cases, or 42.32%
Not stated	344 cases, or 39.45%

It would seem that necessity to earn money while enrolled in school was a contributing factor to elimination in less than fifty per cent of the cases of elimination.

Item 37—How much time (in clock hours) did the pupil spend working for an employer, or in "chores" at home? (per day).

Inasmuch as the item was ignored in 629, or 72.13 per cent of the cases, any tabulation of the results would be futile.

Item 38—Reasons for Leaving—See Chapter X.

Conclusions

1. It is probable that the percentage figure representing the ratio of foreign-born to native-born drop-outs is smaller than that representing the ratio of the entire foreign born to the entire native born high school population.

2. A strikingly large per cent (approximately forty per cent) of the drop-out pupils reported were of foreign-born parentage.

3. Using the Counts list as a basis for classifying the occupations of the fathers of the eight hundred seventy-two New Jersey drop-out pupils, it was determined that among the eliminated pupils the largest single group was that of children of "proprietors," next in magnitude being the children of men engaged in "building and related trades." To every seven of the drop-out pupils whose fathers were engaged in common labor there were twelve whose fathers were proprietors. In general there were many more eliminated pupils whose fathers were engaged in work belonging to the higher than the lower occupational levels.

This disproportionately high percentage is probably due to the relatively greater proportion of high school students whose fathers are engaged in occupations belonging to the upper levels of service. A comparison of the percentages obtaining among the eliminated pupils with those reported by Counts for the entire high school population of four large cities shows clearly the tendency for the children of fathers of the lower occupational levels to be eliminated to a relatively greater extent than children of fathers classified at the upper end of the occupational scale, and lends additional testimony to Counts' conclusion that secondary education in the United States is selective in its character.

In general the tendency is apparent for the elimination among the lower occupational levels to be more rapid than that among the higher occupational levels.

4. For every pupil who transferred to a private school, five transferred to other public schools.

5. Late entrance was not a factor in the elimination of more than eight or nine per cent of the cases.

6. Notable lack of punctuality in attending school sessions cannot in general be charged to the eliminated pupils. Absence

from school to a considerable degree, however, was concomitant with elimination in approximately fifty per cent of the cases.

7. While fully fifty per cent of the eliminated pupils were doing successful school work during the school year then current, seventy-five per cent had failed at least one subject during their high school course. Fully one-fifth of the eliminated pupils had during their school career repeated at least one grade. On the other hand, not fewer than fourteen per cent had skipped at least one grade.

8. Transportation does not appear to have been an active factor in the elimination of pupils in even one per cent of the cases.

9. Fewer than ten per cent of the eliminated pupils had played on athletic teams during the year of their elimination from school. Fewer than seven per cent were reported as excelling in any line of extra-curricular activity. Thus it would appear that the eliminated pupils were not to any considerable extent drifters attending school merely for the sake of participation in the extra-curricular activities.

10. Necessity to earn money while enrolled in school was a contributing factor to elimination in less than fifty per cent of the cases.

11. There is evidently a lack of recorded information concerning the sociological background and the pre-high school history of the pupils enrolled in New Jersey high schools.

Part II

A Contrast of Certain Features of Elimination in Burlington and Union Counties (1925–1929)

1. *Introduction*

The school code of New Jersey imposes upon the county superintendents supervisory responsibility in matters of supplying transportation facilities and enforcing conformity with the compulsory attendance laws of the state in all districts except city school districts. Thus, the county unit of school administration has a distinct place in any consideration of problems pertaining to school attendance and persistence.

The success with which the attendance laws are administered is attested by the uniformly high percentages of attendance in the various counties of the state, as reported in the New Jersey "Education Bulletin" of December, 1929.[1] The percentages are based on the attendance figures of the school year ending June, 1928, and include the elementary and grammar schools as well as the junior and senior high schools.

A more intimate and detailed consideration of conditions obtaining in the several counties may be illustrated by data taken from the high school registers of Burlington and Union Counties and covering a four-year period (1925–1929).

Obviously, an examination of all the New Jersey high school registers for even one year would be a task of prohibitive proportions even if the material for investigation were available in some central location. The school registers are all lodged with the local school districts; any scrutiny of them would, therefore, necessitate either the sending of hundreds of registers to a central office or a visit by the investigator to every school district maintaining a high school. It was therefore decided to limit the county study to one county of northern New Jersey and one county of southern New Jersey, Union and Burlington

[1] Vol. XVI, No. 4, p. 183

Counties having been chosen because of their approximating the median situation with regard to extent of elimination as reported for North Jersey and South Jersey, respectively, on page 52 of this study.

COUNTY	PER CENT ATTENDANCE
Atlantic	91.8
Bergen	93.2
Burlington	92.0
Camden	90.8
Cape May	92.0
Cumberland	92.1
Essex	92.5
Gloucester	91.6
Hudson	93.8
Hunterdon	90.1
Mercer	92.1
Middlesex	93.6
Monmouth	92.5
Morris	92.6
Ocean	92.0
Passaic	93.8
Salem	91.3
Somerset	92.3
Sussex	92.3
Union	92.8
Warren	92.6
STATE	92.4

2. *Points of Contrast Between Burlington and Union Counties*

The particular counties chosen present a distinct contrast with regard to the following conditions:

1. The high school enrollment in Union County is approximately four times as large as that in Burlington County.

2. Burlington County employs a county attendance officer; Union County does not.

3. The assessed wealth per pupil enrolled in Burlington County is the smallest obtaining in any county of the State ($3,412.36), while that in Union County is $7,937.83, almost identical with the average for the state as a whole, and is more than twice that in Burlington County.

4. Burlington County is largely rural and includes no populous city districts; Union County contains within its borders two city districts—Elizabeth and Plainfield.

The data here reported are confined to such details as are contained in the school registers.

3. *Extent of Elimination*

The following tabulation makes clear the magnitude of the elimination from the high schools of the two counties and the extent of its variation from year to year.

TABLE LXVI

PER CENT OF ELIMINATION IN BURLINGTON AND UNION COUNTIES (1925–1929)

YEAR	UNION COUNTY	BURLINGTON COUNTY	UNION AND BURLINGTON COUNTIES COMBINED
1925–'26....	*13.33	13.12	13.28
1926–'27....	12.10	11.50	11.94
1927–'28....	11.10	12.04	11.35
1928–'29....	11.29	10.92	11.19

*The slight discrepancy between the figure here recorded and that reported on pages 51 and 52 of this study is due to the greater completeness of the data on which the figures here recorded are based.

The striking features of the table are (1) the comparative uniformity of the figures reported for the four years; and (2) the general trend toward a lesser degree of elimination. The latter fact may be due to a more active anti-elimination program resulting from the districts' having had their attention directed to the matter through filing the reports on which this study is based.

4. *Sex*

Table LXVII pictures for the two counties the sex division of the total enrollment and of the eliminated pupils separately for the four years under consideration.

TABLE LXVII

SEX OF TOTAL ENROLLMENT AND OF ELIMINANTS OF BURLINGTON AND UNION COUNTIES (1925–1929)

YEAR	UNION COUNTY				BURLINGTON COUNTY			
	TOTAL ENROLLMENT PERCENTAGES		ELIMINATD GROUPE PERCENTAGES		TOTAL ENROLLMENT PERCENTAGES		ELIMINATED GROUP PERCENTAGES	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1925–'26.....	50.46	49.54	54.41	45.59	45.80	54.20	53.76	46.24
1926–'27.....	50.38	49.62	52.78	47.22	46.15	53.85	49.39	50.61
1927–'28.....	50.84	49.16	52.49	47.51	46.45	53.55	49.45	50.55
1928–'29.....	51.59	48.41	56.98	43.02	47.14	52.86	45.55	54.45

The attention is at once arrested by (1) the reversal of conditions in the two counties, Union County having for each of the four years a larger percentage of boys than of girls on roll and Burlington County having consistently more girls than boys enrolled; (2) the slight variation of the enrollment situation from year to year; (3) the greater persistence in school of the girls than the boys in both counties; (4) the general tendency in both counties for the boys' group to constitute an ever increasing and the girls' group an ever decreasing percentage of the entire enrollment, thus indicating relatively a gradual but consistent increase in the holding power of the school as exerted on the boys with a resulting slight diminution in the percentage of the whole group attributable to the girls.

Let us examine the actual percentages of elimination of boys and girls from the four grades of the two counties over a four-year period, to determine what opportunity for completing the year's work a student has who enters a given grade at the beginning of a school year. Table LXVIII outlines the actual percentage losses of boys and girls from each of the four grades of

TABLE LXVIII

PERCENTAGE LOSSES OF BOYS AND GIRLS FROM THE FOUR HIGH SCHOOL GRADES OF BURLINGTON AND UNION COUNTIES (1925–1929)

Union County

YEAR	9TH GRADE			10TH GRADE			11TH GRADE			12TH GRADE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	GRAND TOTAL
1925–'26	17.33	16.18	16.79	17.12	12.72	14.91	11.36	11.49	11.43	7.46	6.39	6.89	14.75	12.58	13.33
1926–'27	15.10	12.84	14.01	12.69	13.93	13.29	12.64	11.08	11.86	7.54	5.78	6.58	12.62	11.60	12.10
1927–'28	14.03	11.07	12.62	15.00	12.75	13.89	8.81	10.07	9.41	4.02	7.21	5.72	11.61	10.74	11.10
1928–'29	12.51	9.91	11.80	14.53	12.47	13.55	11.49	10.09	10.79	7.63	5.19	6.41	12.46	10.03	11.29
Average for 4 yrs.	15.15	12.73	13.99	14.76	12.95	13.88	10.97	10.61	10.79	6.65	6.75	6.38	12.82	11.20	12.02

Burlington County

1925–'26	19.34	16.13	17.66	16.60	11.23	13.71	12.14	8.00	9.79	6.67	3.98	5.14	15.41	11.20	13.12
1926–'27	14.95	13.73	14.30	13.18	10.71	11.88	11.47	8.92	10.10	4.32	6.35	5.49	12.31	10.81	11.50
1927–'28	11.79	11.55	11.66	16.13	12.98	14.41	12.02	13.82	13.00	9.80	5.15	7.20	12.82	11.37	12.04
1928–'29	10.88	13.20	12.05	12.10	14.49	13.37	8.65	7.93	8.24	9.68	4.37	6.80	10.64	11.16	10.92
Average for 4 yrs.	14.04	13.61	13.81	14.43	12.47	13.38	10.98	9.57	10.19	7.73	4.99	6.19	12.67	11.14	11.86

Burlington and Union County high schools for four consecutive years (1925–1929).

Table LXVIII shows very plainly the gradual decrease in elimination during the four years considered. The difference between the boys' and the girls' percentages of elimination is not very marked, there being approximately only one less per cent of elimination among the girls than among the boys. The close approximation of the Union County and Burlington County averages of elimination for the four years, is worthy of note, and points to the general conclusion that in a school situation approximating the mean, thirteen boys out of every hundred and eleven girls out of every hundred are eliminated during the course of the year.

The state study (see Chart 2, page 60) indicates that in 1925–1926 sixteen boys out of every hundred and thirteen girls out of every hundred were eliminated. The county study gives us reason to believe, however, that the years following 1925–1926 have witnessed a gradual decrease in the extent of high school elimination.

5. *Color*

For the year 1925–1926 only there are available data for a comparison of the relative school mortality of the white and the colored in Union and Burlington Counties. Exactly the same trends are to be observed in the two counties, there having been in both instances a seven or eight per cent higher degree of mortality among the colored than among the white, as is indicated by the following tabulation:

TABLE LXIX

COMPARATIVE MORTALITY AMONG WHITE AND COLORED PUPILS (1925–1926)

Union County

	TOTAL ENROLLMENT			ELIMINATED GROUP		
	BOYS	GIRLS	COMB.	BOYS	GIRLS	COMB.
White	97.09	96.15	96.62	95.22	94.12	94.73
Colored	2.91	3.85	3.38	4.78	5.88	5.27

Burlington County

	TOTAL ENROLLMENT			ELIMINATED GROUP		
	BOYS	GIRLS	COMB.	BOYS	GIRLS	COMB.
White	96.39	95.71	96.03	94.41	91.87	93.23
Colored	3.61	4.29	3.97	5.59	8.13	6.77

The greater mortality among the colored may better be appreciated by reference to the fact that in Union County

24 per cent of the colored boys on roll left before the end of the year.

17.65 per cent of the colored girls on roll left before the end of the year.

or 20.34 per cent of the colored pupils on roll left before the end of the year.

whereas only 14.30 per cent of the white boys on roll left before the end of the year.

11.27 per cent of the white girls on roll left before the end of the year.

or 12.78 per cent of the white pupils on roll left before the end of the year, and in Burlington County

21.05 per cent of the colored boys on roll left before the end of the year

19.23 per cent of the colored girls on roll left before the end of the year

or 20.00 per cent of the colored pupils on roll left before the end of the year

whereas only 13.30 per cent of the white boys on roll left before the end of the year.

9.72 per cent of the white girls on roll left before the end of the year

or 11.39 per cent of the white pupils on roll left before the end of the year.

6. *Age*

That the pupils who drop out of school are in general an older group than those who remain agrees with the experience

CHART 9

AGES OF PUPILS WHO REMAINED CONTRASTED WITH AGES OF PUPILS WHO LEFT (BURLINGTON CO.) OVER A FOUR-YEAR PERIOD

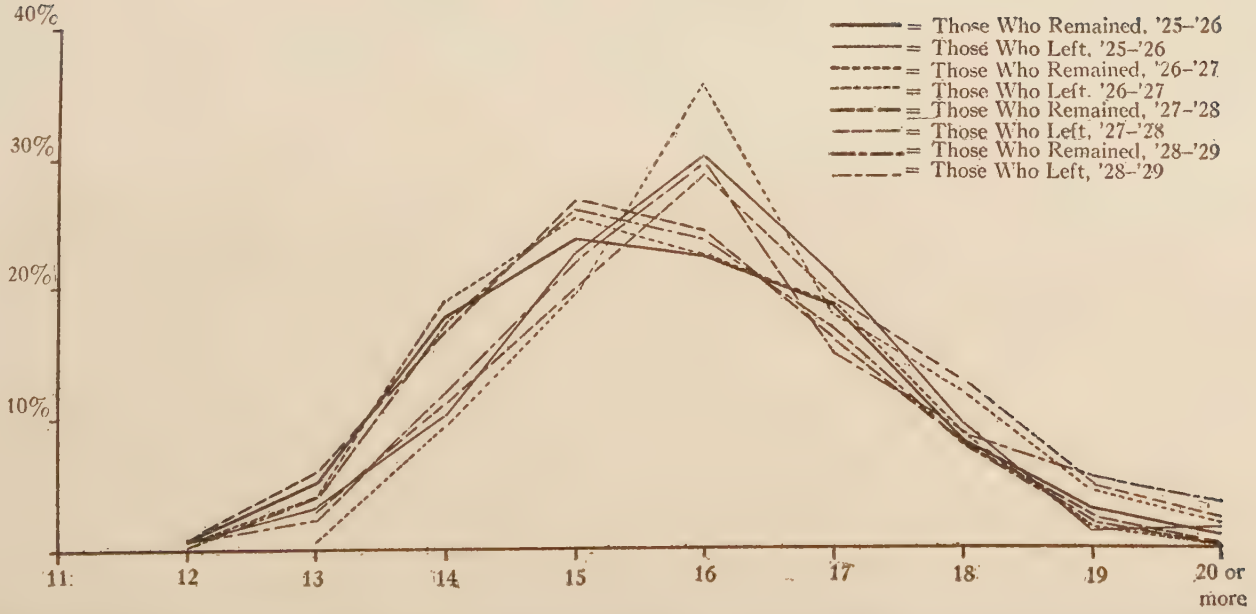


CHART 10

AGES OF PUPILS WHO REMAINED CONTRASTED WITH AGES OF PUPILS WHO LEFT (UNION CO.) OVER A FOUR-YEAR PERIOD

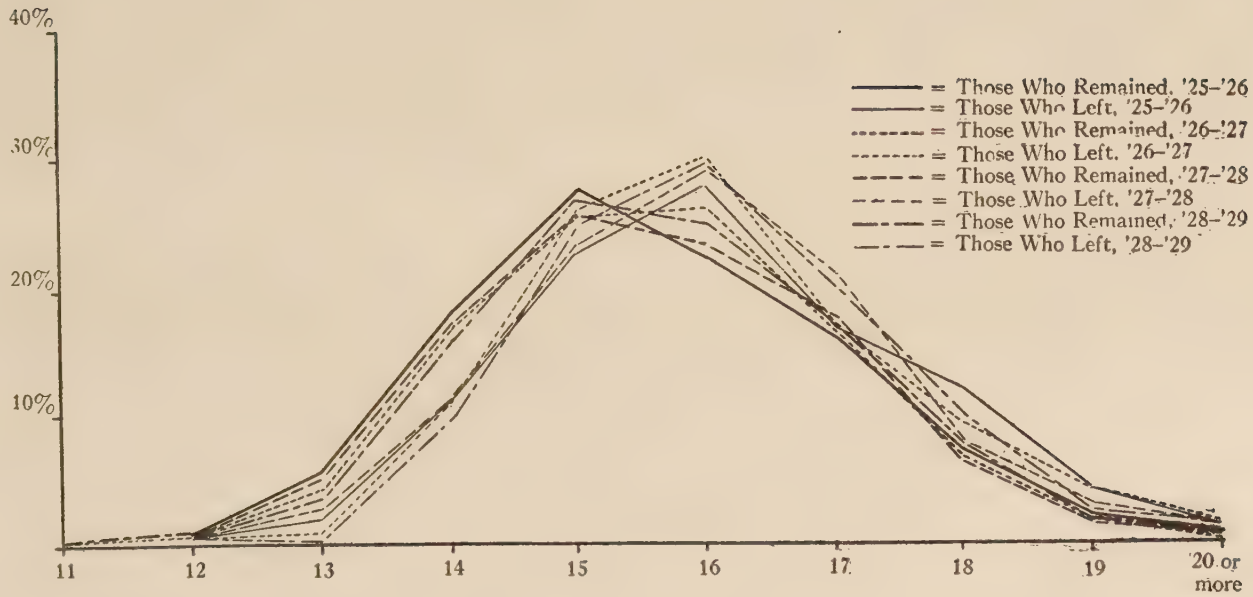


CHART 11

BURLINGTON COUNTY—PERCENTAGE OF REGISTERED PUPILS OF EACH AGE LEAVING BEFORE END OF YEAR—OVER A FOUR-YEAR PERIOD (1925–1929)

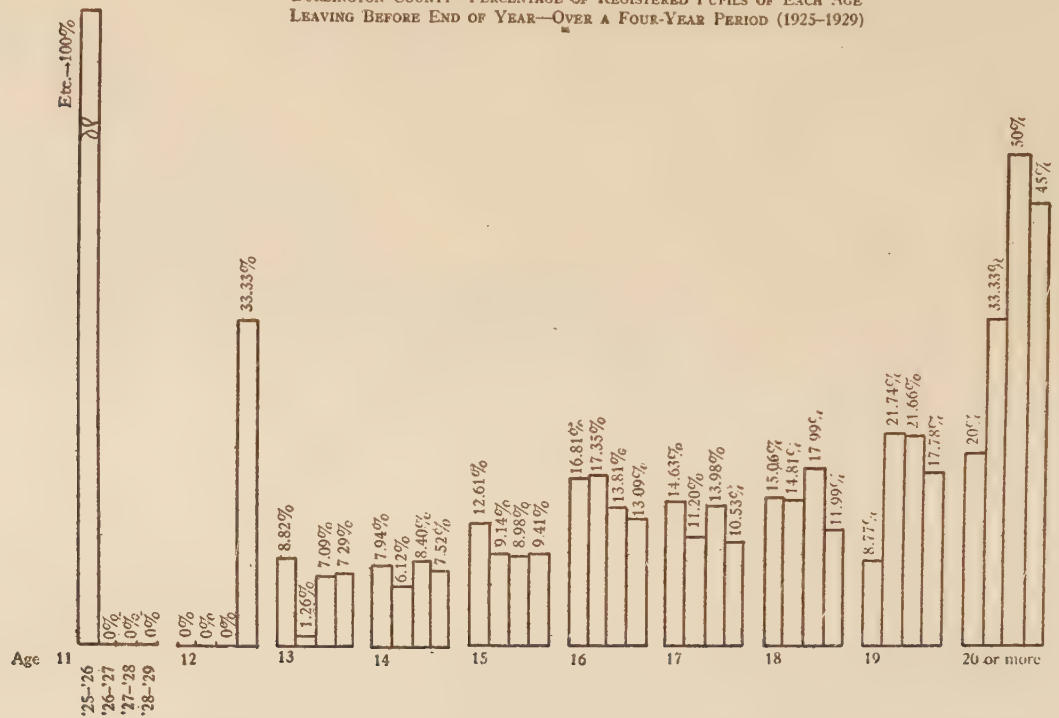


CHART 12

UNION COUNTY—PERCENTAGE OF REGISTERED PUPILS OF EACH AGE LEAVING BEFORE THE END OF THE YEAR—OVER A FOUR-YEAR PERIOD (1925–1929)

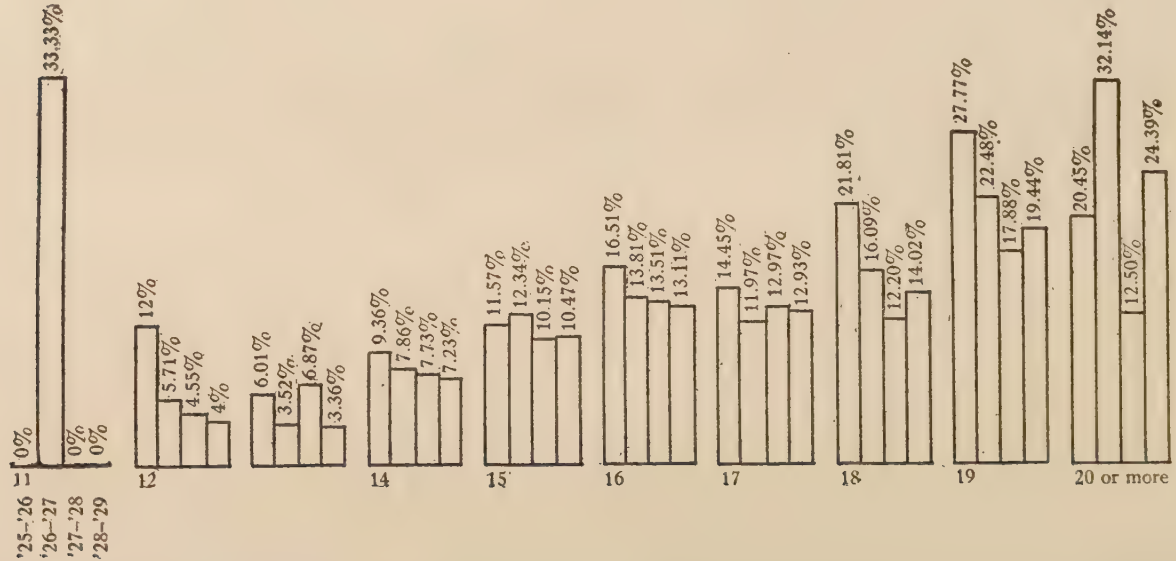


CHART 13

BURLINGTON AND UNION COUNTIES COMBINED—PERCENTAGE OF REGISTERED BOYS OF EACH AGE LEAVING BEFORE THE END OF THE YEAR—OVER A FOUR-YEAR PERIOD (1925–1929)

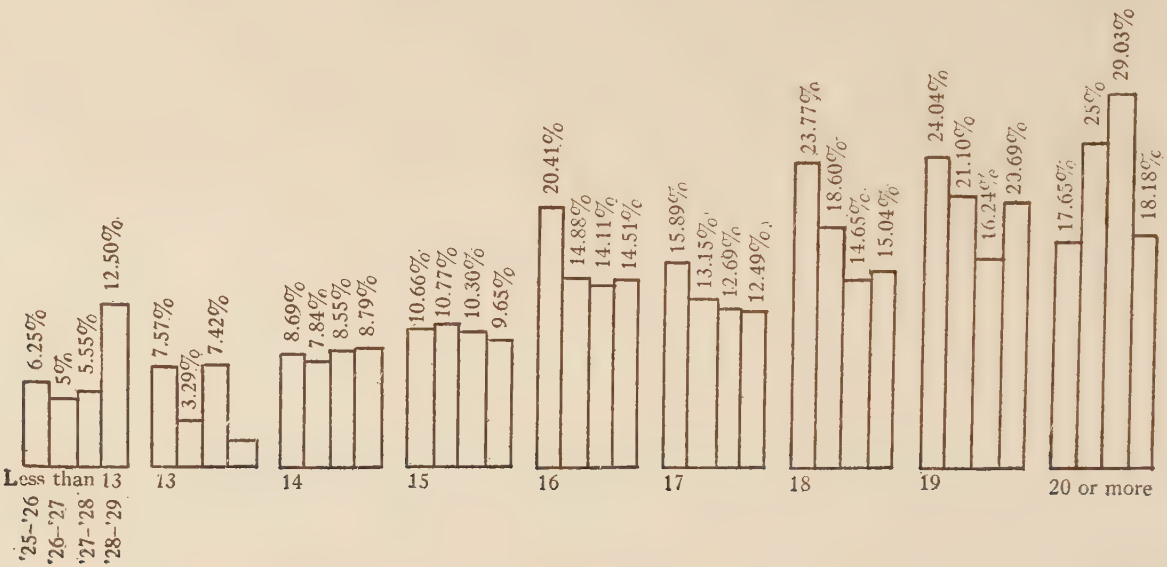


CHART 14

BURLINGTON AND UNION COUNTIES COMBINED—PERCENTAGE OF REGISTERED GIRLS OF EACH AGE LEAVING BEOFRE THE END OF THE YEAR—OVER A FOUR-YEAR PERIOD (1925–1929)

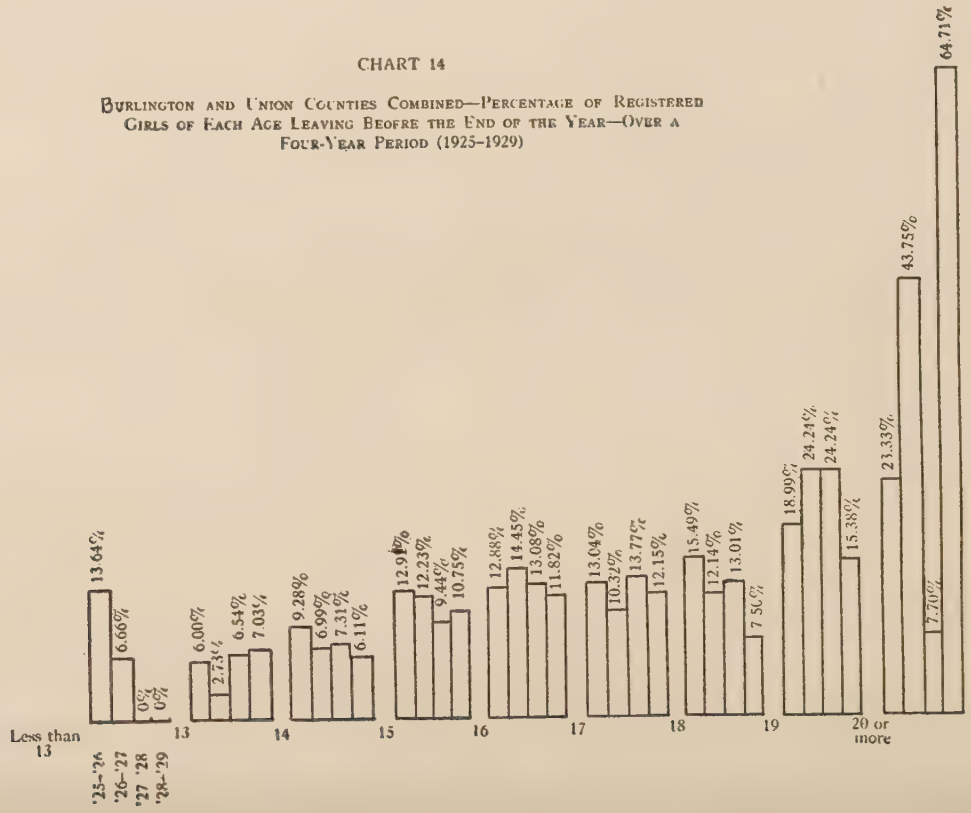
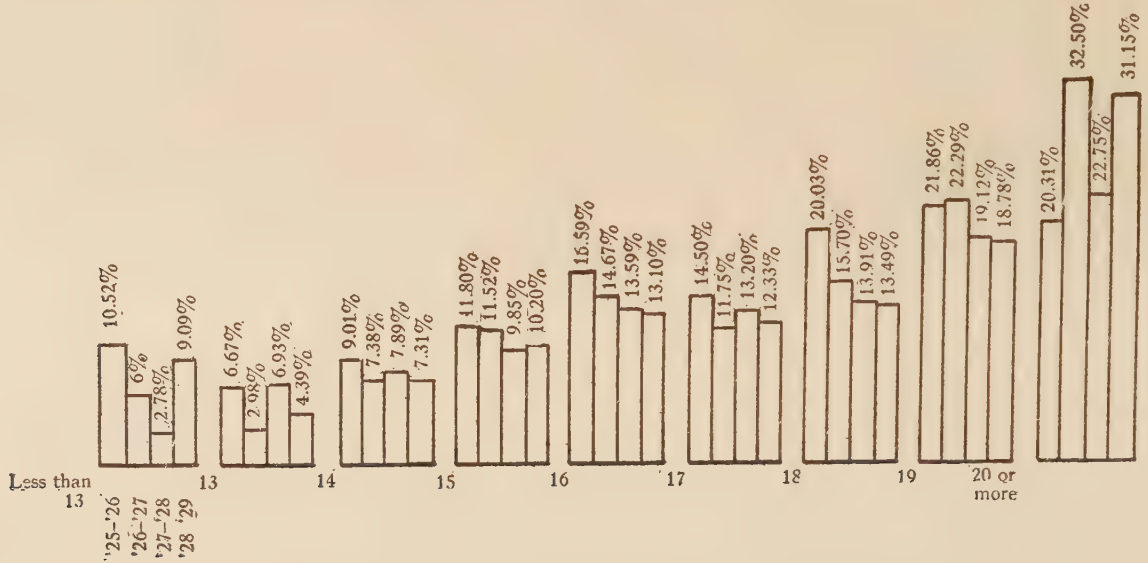


CHART 15

BURLINGTON AND UNION COUNTIES COMBINED—PERCENTAGE OF REGISTERED PUPILS OF EACH AGE LEAVING BEFORE THE END OF THE YEAR—OVER A FOUR-YEAR PERIOD (1925–1929)—BOYS AND GIRLS COMBINED



and observation of every school official. The extent of this age-superiority on the part of the eliminated group and the amount of variation in the situation from year to year are issues of importance in any study of this kind. Charts 9 and 10, pages 174 and 175, would indicate (1) that the variation from year to year and from county to county (if Union and Burlington Counties are indeed typical) is negligible, with respect to the percentage distribution of pupils at the several age levels both among the pupils who remained and the pupils who left; (2) that the modal age among the pupils who remained was fifteen, among the pupils who left sixteen; (3) that the greatest variation between the persisting group and the drop-out group is to be observed at the fourteen-year age-level. While from sixteen to nineteen per cent of the group remaining are fourteen years of age, only ten to twelve per cent of the pupils who leave school do so at this age.

Charts 9 and 10 present the percentage distribution of the two groups at the various age levels.

Charts 11 and 12 indicate the percentages of the pupils of each age-group who left school before the end of the year. Again the slight variation from year to year is arresting. This is especially true at those ages where the concentration of cases occurs. Naturally, the percentages of pupils below fourteen and above eighteen years of age are influenced by the small number of the cases involved to such an extent that misleading fluctuation occurs.

In order to validate further the drawing of conclusions concerning New Jersey high school pupils in general, the data for the two counties have been combined. In Chart 13 between eight and ten thousand registered children for each of the four years are included, a total of almost thirty-five thousand cases. Because fewer than five per cent of the cases are less than thirteen years of age and a correspondingly small per cent are more than eighteen years of age, let us disregard the percentages at the extremes of the Chart.

A composite for the four years (34,058 cases) would indicate that

Of the 157 pupils less than 13 yrs. of age,	11, or 7%,	left school before the end of the year
Of the 1596 pupils 13 yrs. of age,	87, or 5.45%,	left school before the end of the year
Of the 5648 pupils 14 yrs. of age,	446, or 7.89%,	left school before the end of the year
Of the 8820 pupils 15 yrs. of age,	953, or 10.81%,	left school before the end of the year
Of the 8443 pupils 16 yrs. of age,	1215, or 14.39%,	left school before the end of the year
Of the 5851 pupils 17 yrs. of age,	756, or 12.92%,	left school before the end of the year
Of the 2612 pupils 18 yrs. of age,	410, or 15.70%,	left school before the end of the year
Of the 931 pupils 19 or more yrs. of age,	203, or 21.81%,	left school before the end of the year
34058	4081, or 11.98%,	

Charts 14 and 15 portray the percentages of the boys and the girls (separately considered) of each age group who left school before the end of the year during each of the four school years under consideration.

By massing the data for the four years, we derive a composite from which we deduce that

Of the 78 boys less than 13 yrs. of age,	6, or 7.69%,	left school before the end of the year
Of the 718 boys 13 yrs. of age,	37, or 5.15%,	left school before the end of the year
Of the 2582 boys 14 yrs. of age,	219, or 8.48%,	left school before the end of the year
Of the 4294 boys 15 yrs. of age,	443, or 10.32%,	left school before the end of the year
Of the 4146 boys 16 yrs. of age,	656, or 15.82%,	left school before the end of the year
Of the 3054 boys 17 yrs. of age,	411, or 13.46%,	left school before the end of the year
Of the 1476 boys 18 yrs. of age,	273, or 18.49%,	left school before the end of the year
Of the 579 boys 19 or more yrs. of age,	120, or 20.72%,	left school before the end of the year
16927	2165, or 12.79%	

And of the 79 girls less than 13 years of age, 5, or 6.33 per cent, left school before the end of the year.

Of the 878 girls 13 yrs. of age,	50, or 5.70%,	left school before the end of the year
Of the 3066 girls 14 yrs. of age,	227, or 7.40%,	left school before the end of the year
Of the 4526 girls 15 yrs. of age,	510, or 11.27%,	left school before the end of the year
Of the 4297 girls 16 yrs. of age,	559, or 13.01%,	left school before the end of the year
Of the 2797 girls 17 yrs. of age,	345, or 12.33%,	left school before the end of the year
Of the 1136 girls 18 yrs. of age,	137, or 12.06%,	left school before the end of the year
Of the 352 girls 19 or more yrs. of age,	83, or 23.58%,	left school before the end of the year
17131	1916, or 11.18%	

A comparison of the two arrays reveals no very striking differences. The findings for the boys and the girls are fairly parallel until sixteen years of age is reached. From this point of divergence the boys show a decidedly greater tendency to drop out than do the girls—with one exception, that of the "nineteen or older" age-group, in which group the enrollment of boys is almost twice as great as that of girls and the percentage of loss approximately three per cent less than that among the girls.

A further analysis of the losses at different age levels considers the grade classification within the various age groups and is much more valuable for diagnostic and prognostic purposes. (See Tables LXX, LXXI, and LXXII.)

TABLE LXX

Extent of Elimination of Boys at the Various Age Levels Separately Considered for the Four Grades—Burlington and Union Counties Combined (1925–1929 Composite)

Of the	2 boys 11 yrs. old in 9th grade,	0, or 0%,	left before the end of the year
Of the	0 boys 11 yrs. old in 10th grade,	0, or 0%,	left before the end of the year
Of the	0 boys 11 yrs. old in 11th grade,	0, or 0%,	left before the end of the year
Of the	0 boys 11 yrs. old in 12th grade,	0, or 0%,	left before the end of the year

TABLE LXX—(*Continued*)

Of the	69	boys 12 yrs. old in	9th grade,	5, or 7.25%,	left before the end of the year
Of the	7	boys 12 yrs. old in	10th grade,	1, or 14.29%,	left before the end of the year
Of the	0	boys 12 yrs. old in	11th grade,	0, or 0%,	left before the end of the year
Of the	0	boys 12 yrs. old in	12th grade,	0, or 0%,	left before the end of the year
Of the	607	boys 13 yrs. old in	9th grade,	36, or 5.93%,	left before the end of the year
Of the	110	boys 13 yrs. old in	10th grade,	1, or .91%,	left before the end of the year
Of the	1	boy 13 yrs. old in	11th grade,	0, or 0%,	left before the end of the year
Of the	0	boys 13 yrs. old in	12th grade,	0, or 0%,	left before the end of the year
Of the	1741	boys 14 yrs. old in	9th grade,	166, or 9.54%,	left before the end of the year
Of the	742	boys 14 yrs. old in	10th grade,	53, or 7.14%,	left before the end of the year
Of the	96	boys 14 yrs. old in	11th grade,	0, or 0%,	left before the end of the year
Of the	3	boys 14 yrs. old in	12th grade,	0, or 0%,	left before the end of the year
Of the	1678	boys 15 yrs. old in	9th grade,	243, or 14.48%,	left before the end of the year
Of the	1994	boys 15 yrs. old in	10th grade,	162, or 8.13%,	left before the end of the year
Of the	553	boys 15 yrs. old in	11th grade,	38, or 6.87%,	left before the end of the year
Of the	69	boys 15 yrs. old in	12th grade,	0, or 0%,	left before the end of the year
Of the	843	boys 16 yrs. old in	9th grade,	229, or 27.17%,	left before the end of the year
Of the	1612	boys 16 yrs. old in	10th grade,	315, or 19.54%,	left before the end of the year
Of the	1230	boys 16 yrs. old in	11th grade,	99, or 8.05%,	left before the end of the year
Of the	461	boys 16 yrs. old in	12th grade,	13, or 2.82%,	left before the end of the year
Of the	286	boys 17 yrs. old in	9th grade,	74, or 25.88%,	left before the end of the year
Of the	774	boys 17 yrs. old in	10th grade,	167, or 21.58%,	left before the end of the year
Of the	1008	boys 17 yrs. old in	11th grade,	117, or 11.61%,	left before the end of the year
Of the	986	boys 17 yrs. old in	12th grade,	53, or 5.39%,	left before the end of the year

Of the	68 boys 18 yrs. old in 9th grade,	25, or 36.77%,	left before the end of the year
Of the	268 boys 18 yrs. old in 10th grade,	93, or 34.70%,	left before the end of the year
Of the	443 boys 18 yrs. old in 11th grade,	87, or 19.64%,	left before the end of the year
Of the	697 boys 18 yrs. old in 12th grade,	68, or 9.75%,	left before the end of the year
Of the	10 boys 19 yrs. old in 9th grade,	5, or 50.00%,	left before the end of the year
Of the	63 boys 19 yrs. old in 10th grade,	25, or 39.68%,	left before the end of the year
Of the	119 boys 19 yrs. old in 11th grade,	30, or 25.21%,	left before the end of the year
Of the	254 boys 19 yrs. old in 12th grade,	31, or 12.20%,	left before the end of the year
Of the	3 boys 20 or more yrs. old in 9th grade,	3, or 100%,	left before the end of the year
Of the	18 boys 20 or more yrs. old in 10th grade,	4, or 22.22%,	left before the end of the year
Of the	31 boys 20 or more yrs. old in 11th grade,	11, or 35.48%,	left before the end of the year
Of the	81 boys 20 or more yrs. old in 12th grade,	11, or 13.58%,	left before the end of the year

TABLE LXXI

EXTENT OF ELIMINATION OF GIRLS AT THE VARIOUS AGE LEVELS SEPARATELY CONSIDERED FOR THE FOUR GRADES.—BURLINGTON AND UNION COUNTIES COMBINED (1925–1929 COMPOSITE)

Of the	4 girls 11 years old in 9th grade,	2, or 50%,	left before the end of the year
Of the	1 girl 11 years old in 10th grade,	0, or 0%,	left before the end of the year
Of the	0 girls 11 years old in 11th grade,	0, or 0%,	left before the end of the year
Of the	0 girls 11 years old in 12th grade,	0, or 0%,	left before the end of the year
Of the	72 girls 12 years old in 9th grade,	3, or 4.17%,	left before the end of the year
Of the	2 girls 12 years old in 10th grade,	0, or 0%,	left before the end of the year
Of the	0 girls 12 years old in 11th grade,	0, or 0%,	left before the end of the year
Of the	0 girls 12 years old in 12th grade,	0, or 0%,	left before the end of the year

TABLE LXXI—(*Continued*)

Of the	742	girls 13 years old in	9th grade,	43, or 5.80%,	left before the end of the year
Of the	125	girls 13 years old in	10th grade,	4, or 3.20%,	left before the end of the year
Of the	11	girls 13 years old in	11th grade,	3, or 27.27%,	left before the end of the year
Of the	0	girls 13 years old in	12th grade,	0, or 0%,	left before the end of the year
Of the	1948	girls 14 years old in	9th grade,	157, or 8.06%,	left before the end of the year
Of the	1004	girls 14 years old in	10th grade,	64, or 6.37%,	left before the end of the year
Of the	109	girls 14 years old in	11th grade,	6, or 5.50%,	left before the end of the year
Of the	5	girls 14 years old in	12th grade,	0, or 0%,	left before the end of the year
Of the	1442	girls 15 years old in	9th grade,	229, or 15.88%,	left before the end of the year
Of the	2270	girls 15 years old in	10th grade,	237, or 10.44%,	left before the end of the year
Of the	716	girls 15 years old in	11th grade,	37, or 5.17%,	left before the end of the year
Of the	98	girls 15 years old in	12th grade,	7, or .72%,	left before the end of the year
Of the	650	girls 16 years old in	9th grade,	163, or 25.08%,	left before the end of the year
Of the	1465	girls 16 years old in	10th grade,	220, or 15.02%,	left before the end of the year
Of the	1505	girls 16 years old in	11th grade,	149, or 9.90%,	left before the end of the year
Of the	677	girls 16 years old in	12th grade,	27, or 3.99%,	left before the end of the year
Of the	171	girls 17 years old in	9th grade,	47, or 27.48%,	left before the end of the year
Of the	532	girls 17 years old in	10th grade,	134, or 25.19%,	left before the end of the year
Of the	849	girls 17 years old in	11th grade,	102, or 12.01%,	left before the end of the year
Of the	1245	girls 17 years old in	12th grade,	62, or 4.98%,	left before the end of the year
Of the	38	girls 18 years old in	9th grade,	10, or 26.32%,	left before the end of the year
Of the	133	girls 18 years old in	10th grade,	40, or 30.08%,	left before the end of the year
Of the	283	girls 18 years old in	11th grade,	43, or 15.19%,	left before the end of the year
Of the	682	girls 18 years old in	12th grade,	44, or 6.45%,	left before the end of the year

Of the	10 girls 19 years old in 9th grade,	4, or 40.%,	left before the end of the year
Of the	30 girls 19 years old in 10th grade,	12, or 40%,	left before the end of the year
Of the	71 girls 19 years old in 11th grade,	20, or 28.17%,	left before the end of the year
Of the	165 girls 19 years old in 12th grade,	21, or 12.73%,	left before the end of the year
Of the	5 girls 20 or more years old in 9th grade,	4, or 80.00%,	left before the end of the year
Of the	9 girls 20 or more years old in 10th grade,	4, or 44.44%,	left before the end of the year
Of the	25 girls 20 or more years old in 11th grade,	9, or 36.00%,	left before the end of the year
Of the	39 girls 20 or more years old in 12th grade,	9, or 24.32%,	left before the end of the year

TABLE LXXII

Extent of Elimination (Boys and Girls Combined) as the Various Age Levels Separately Considered for the Four Grades—Burlington and Union Counties Combined (1925–1929 Composite)

Of the	6 pupils 11 yrs. old in 9th grade,	2, or 33.33%,	left before the end of the year
Of the	1 pupil 11 yrs. old in 10th grade,	0, or 0%,	left before the end of the year
Of the	0 pupils 11 yrs. old in 11th grade,	0, or 0%,	left before the end of the year
Of the	0 pupils 11 yrs. old in 12th grade,	0, or 0%,	left before the end of the year
Of the	141 pupils 12 yrs. old in 9th grade,	8, or 5.68%,	left before the end of the year
Of the	9 pupils 12 yrs. old in 10th grade,	1, or 11.11%,	left before the end of the year
Of the	0 pupils 12 yrs. old in 11th grade,	0, or 0%,	left before the end of the year
Of the	0 pupils 12 yrs. old in 12th grade,	0, or 0%,	left before the end of the year
Of the	1349 pupils 13 yrs. old in 9th grade,	79, or 5.86%,	left before the end of the year
Of the	235 pupils 13 yrs. old in 10th grade,	5, or 2.13%,	left before the end of the year
Of the	12 pupils 13 yrs. old in 11th grade,	3, or 25.00%,	left before the end of the year
Of the	0 pupils 13 yrs. old in 12th grade,	0, or 0%,	left before the end of the year

TABLE LXXII—(*Continued*)

Of the 3689 pupils 14 yrs. old in 9th grade, 323, or 8.76%, left before the end of the year
Of the 1746 pupils 14 yrs. old in 10th grade, 117, or 6.70%, left before the end of the year
Of the 205 pupils 14 yrs. old in 11th grade, 6, or 2.92%, left before the end of the year
Of the 8 pupils 14 yrs. old in 12th grade, 0, or 0%, left before the end of the year

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Of the 3120 pupils 15 yrs. old in 9th grade, 472, or 15.13%, left before the end of the year
Of the 4264 pupils 15 yrs. old in 10th grade, 399, or 9.36%, left before the end of the year
Of the 1269 pupils 15 yrs. old in 11th grade, 75, or 5.81%, left before the end of the year
Of the 167 pupils 15 yrs. old in 12th grade, 7, or .42%, left before the end of the year

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Of the 1493 pupils 16 yrs. old in 9th grade, 392, or 26.26%, left before the end of the year
Of the 3077 pupils 16 yrs. old in 10th grade, 535, or 17.39%, left before the end of the year
Of the 2735 pupils 16 yrs. old in 11th grade, 248, or 9.07%, left before the end of the year
Of the 1138 pupils 16 yrs. old in 12th grade, 40, or 3.52%, left before the end of the year

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Of the 457 pupils 17 yrs. old in 9th grade, 121, or 26.48%, left before the end of the year
Of the 1306 pupils 17 yrs. old in 10th grade, 301, or 23.05%, left before the end of the year
Of the 1857 pupils 17 yrs. old in 11th grade, 219, or 11.79%, left before the end of the year
Of the 2231 pupils 17 yrs. old in 12th grade, 115, or 5.16%, left before the end of the year

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Of the 106 pupils 18 yrs. old in 9th grade, 35, or 33.02%, left before the end of the year
Of the 401 pupils 18 yrs. old in 10th grade, 133, or 33.17%, left before the end of the year
Of the 726 pupils 18 yrs. old in 11th grade, 130, or 17.91%, left before the end of the year
Of the 1379 pupils 18 yrs. old in 12th grade, 112, or 8.12%, left before the end of the year

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Of the 20 pupils 19 yrs. old in 9th grade, 9, or 45.%, left before the end of the year
Of the 93 pupils 19 yrs. old in 10th grade, 37, or 39.79%, left before the end of the year
Of the 190 pupils 19 yrs. old in 11th grade, 50, or 26.32%, left before the end of the year
Of the 419 pupils 19 yrs. old in 12th grade, 52, or 12.41%, left before the end of the year

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TABLE LXXII—(*Continued*)

Of the 8 pupils 20 or more yrs. old in 9th grade, 7, or 87.50%, left before the end of yr.

Of the 27 pupils 20 or more yrs. old in 10th grade, 8, or 29.63%, left before the end of yr.

Of the 56 pupils 20 or more yrs. old in 11th grade, 20, or 35.71%, left before the end of yr.

Of the 118 pupils 20 or more yrs. old in 12th grade, 20, or 16.95%, left before the end of yr.

Granting that the pupil progresses each year to the next higher grade, we may, then, conclude, that

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Of 100 boys who enter 9th grade at 13 yrs. of age 94 remain to end of first yr.
87 remain to end of second yr.
81 remain to end of third yr.
79 remain to end of fourth yr.

Of 100 girls who enter 9th grade at 13 yrs. of age 94 remain to end of first yr.
88 remain to end of second yr.
83 remain to end of third yr.
80 remain to end of fourth yr.

Of 100 boys who enter 9th grade at 14 yrs. of age 90 remain to end of first yr.
83 remain to end of second yr.
76 remain to end of third yr.
72 remain to end of fourth yr.

Of 100 girls who enter 9th grade at 14 yrs. of age 92 remain to end of first yr.
82 remain to end of second yr.
74 remain to end of third yr.
70 remain to end of fourth yr.

Of 100 boys who enter 9th grade at 15 yrs. of age 85 remain to end of first yr.
68 remain to end of second yr.
60 remain to end of third yr.
54 remain to end of fourth yr.

Of 100 girls who enter 9th grade at 15 yrs. of age 84 remain to end of first yr.
71 remain to end of second yr.
61 remain to end of third yr.
57 remain to end of fourth yr.

Of 100 boys who enter 9th grade at 16 yrs. of age 73 remain to end of first yr.
57 remain to end of second yr.
46 remain to end of third yr.
40 remain to end of fourth yr.

Of 100 girls who enter 9th grade at 16 yrs. of age 75 remain to end of first yr.
56 remain to end of second yr.
47 remain to end of third yr.
41 remain to end of fourth yr.

Of 100 boys who enter 9th grade at 17 yrs. of age 74 remain to end of first yr.
48 remain to end of second yr.
36 remain to end of third yr.
30 remain to end of fourth yr.

Of 100 girls who enter 9th grade at 17 yrs. of age	72 remain to end of first yr.
	50 remain to end of second yr.
	36 remain to end of third yr.
	27 remain to end of fourth yr.
Of 100 boys who enter 9th grade at 18 yrs. of age	63 remain to end of first yr.
	38 remain to end of second yr.
	25 remain to end of third yr.
	22 remain to end of fourth yr.
Of 100 girls who enter 9th grade at 18 yrs. of age	74 remain to end of first yr.
	44 remain to end of second yr.
	28 remain to end of third yr.
	21 remain to end of fourth yr

7. *Age and School Progress*

As stated in Chapter V, the State Department of Public Instruction uses the following definition of overageness: "A pupil leaving the ninth grade at sixteen years of age is one year overage; a pupil leaving the tenth grade at seventeen is one year overage, etc." It is on this basis that Table LXXIII, page 192, has been constructed, to indicate the extent of underageness, normal progress, and overageness among the eliminated group in contrast with that among the persisting group, the two counties separately considered for comparative purposes.

It will at once be observed that (1) the trend from ninth grade to twelfth is consistently toward a higher percentage of underageness and a lesser percentage of overageness with comparative stability in the percentage represented by the normal progress group; (2) that grade progress is considerably more rapid among the high school children of Union County than among those of Burlington County; (3) that the degree of overageness and underageness among the children of both Union and Burlington Counties, considered as separate units, shows strikingly little variation from year to year; (4) that by far the greatest contrast between those remaining and those leaving is to be observed in the ninth grade, the contrast becoming, in general, distinctly less marked in each succeeding grade; and (5) that from fifty to sixty per cent of the ninth and tenth grade pupils who remain in school are advanced in school beyond the normal expectation, whereas from twenty-five to thirty-five per cent of the ninth and tenth grade pupils who leave school have made progress beyond what would be normally expected.

For prognostic purposes the age-grade combination has been reduced to the form presented in Table LXXIV, which shows the percentage of elimination in each grade of underage, normal age, and overage pupils (boys and girls separately considered).

To illustrate the predictive value of the table—a boy entering high school at 11, 12, 13, or 14 years of age has better than nine chances out of ten to remain until the end of the year. With each succeeding year, his chance to complete the year improves materially.

A boy entering high school at 15 years of age has six chances in seven to complete the year. If he progresses to the tenth grade, he has only four chances in five to complete the year. If he progresses to the eleventh grade, he has eight chances in nine to complete the year; the following year he has nine chances in ten.

A boy who enters high school at 16 years of age or more has three chances in four to complete the year. Granted that he progresses to the tenth grade, he has again three chances in four; to the eleventh grade, four chances in five; and to the twelfth grade, seven chances in eight.

However, the extent of overageness influences the pupil's chance decidedly, as Tables LXX, LXXI and LXXII prove.

The general trend pictured by Table LXXIV is important. In general, there is twice as great a percentage of elimination among normal age as among underage pupils and three times as great a percentage of elimination among overage as among underage pupils.

8. *Grade Classification*

Tables LXXV and LXXVI indicate both for the total enrollment and for the eliminated group the degree of variation from year to year in the percentages attributable to the four high school grades.

A comparison of these figures with those reported in Chapter VI for the United States as a whole (1926) and for New Jersey (1927) is presented in Table LXXVII.

TABLE LXXIII

UNDERAGENESS, NORMAL AGE, AND OVERAGENESS AMONG PUPILS WHO PERSISTED IN SCHOOL CONTRASTED WITH THAT AMONG ELIMINATED PUPILS (1925–1929)

Union County

YEAR	PROGRESS	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
		RE-MAINED	LEFT	RE-MAINED	LEFT	RE-MAINED	LEFT	RE-MAINED	LEFT
1925–'26	Underage	52.21%	26.43%	63.59%	32.30%	60.56%	34.68%	65.88%	45.46%
	Normal age	31.63	32 67	24 97	33.33	26.33	26.61	24.35	42.42
	Overage	16.16	40.90	11.44	34.37	13.11	38.71	9.77	12.12
1926–'27	Underage	56.36	26.62	56.31	38.84	67.08	50.67	66.10	46.03
	Normal age	28.39	36.48	29.07	34.54	22.60	23.33	24.95	31.75
	Overage	15.25	36.90	14.62	26.62	10.32	26.00	8.95	22.22
1927–'28	Underage	61.16	38.03	63.19	36.69	59.59	52.18	70.17	52.46
	Normal age	26.37	30.05	23.98	33.77	28.60	31.88	21.97	29.51
	Overage	12.47	31.92	12.83	29.54	11.81	15.94	7.86	18.03
1928–'29	Underage	55.29	28.80	60.85	38.14	63.36	44.38	67.53	52.72
	Normal age	30.90	37.17	26.59	35.44	25.41	31.95	25.90	25.67
	Overage	13.81	34.03	12.56	26.42	11.23	23.67	6.57	21.61

Burlington County

1925–'26	Underage	52.04	25.00	53.18	28.00	56.54	41.02	57.63	75.00
	Normal age	26.66	28.68	26.69	32.00	29.25	33.33	26.44	12.50
	Overage	21.30	46.32	20.13	40.00	14.20	25.65	15.93	12.50
1926–'27	Underage	47.53	16.95	57.42	21.74	58.70	40.00	60.97	38.89
	Normal age	27.44	28.81	23.44	36.23	26.97	27.50	30.00	38.89
	Overage	25.03	54.24	19.14	42.03	14.33	32.50	9.03	22.22
1927–'28	Underage	47.44	32.66	55.32	24.49	62.35	38.46	66.46	32.00
	Normal age	31.27	28.57	28.52	35.72	23.28	32.70	24.22	40.00
	Overage	21.29	38.77	16.16	39.79	14.37	28.84	9.32	28.00
1928–'29	Underage	44.43	32.71	53.35	24.44	58.29	35.90	61.91	21.74
	Normal age	33.93	33.65	29.84	42.22	26.73	30.77	24.44	34.78
	Overage	21.64	33.64	16.81	33.34	14.98	33.33	13.65	43.48

TABLE LXXIV

PERCENTAGE OF ELIMINATION IN EACH GRADE OF UNDERAGE, NORMAL AGE, AND OVERAGE PUPILS—BURLINGTON AND UNION COUNTIES COMBINED (1925–1929 COMPOSITE)

Boys

SCHOOL PROGRESS	GRADE IX	GRADE X	GRADE XI	GRADE XII
Underage	8.55% Elimination	7.61% Elimination	7.29% Elimination	4.34% Elimination
Normal age	14.48%	19.54%	11.61%	9.75%
Overage	27.77%	25.73%	21.59%	12.54%

Girls

Underage	7.41%	8.97%	8.33%	4.74%
Normal age	15.88%	15.02%	12.01%	6.45%
Overage	26.09%	26.99%	19.00%	14.85%

Boys and Girls Combined

Underage	7.94%	9.47%	7.87%	4.54%
Normal age	15.13%	17.39%	11.79%	8.12%
Overage	27.06%	26.22%	20.58%	13.41%

TABLE LXXV

GRADE CLASSIFICATION IN BURLINGTON AND UNION COUNTIES (Total Enrollment) (1925–1929)

(Percentages)

YEAR	UNION COUNTY				BURLINGTON COU NTY			
	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1925–'26	40.27	27.92	16.98	14.83	38.00	27.00	19.65	15.35
1926–'27	39.92	27.68	19.22	13.18	38.73	27.28	18.59	15.40
1927–'28	41.10	26.84	18.61	13.45	37.05	30.00	17.65	15.30
1928–'29	40.03	27.70	18.90	13.37	37.43	28.38	19.94	14.25
Approximated average for 4 yrs.	40	28	19	13	38	28	19	15

TABLE LXXVI

GRADE CLASSIFICATION OF ELIMINANTS IN BURLINGTON AND UNION COUNTIES (1925–1929)
(Percentages)

YEAR	UNION COUNTY				BURLINGTON COUNTY			
	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1925–'26	48.38	29.47	15.67	6.48	51.13	28.20	14.66	6.01
1926–'27	44.81	33.11	14.57	7.51	48.16	28.17	16.33	7.34
1927–'28	42.61	33.19	16.06	8.14	35.90	35.90	19.05	9.15
1928–'29	43.80	30.41	18.25	7.54	41.31	34.75	15.06	8.88
Approximated average for 4 yrs.	45	32	16	7	44	32	16	8

TABLE LXXVII

COMPARISON OF GRADE CLASSIFICATION FIGURES IN BURLINGTON AND UNION COUNTIES WITH THOSE FOR NEW JERSEY AND FOR THE UNITED STATES

	TOTAL ENROLLMENT				ELIMINATED GROUP			
	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 9	GRADE 10	GRADE 11	GRADE 12
U. S. (1926)	38	27	19	16	..	..	..	..
N. J. (1927)	41	27	18	14	43	33	18	6
Approx. Average for Union County over period of 4 yrs.	40	28	19	13	45	32	16	7
Approx. Average for Burlington County over period of 4 yrs.	38	28	19	15	44	32	16	8

The conformity to pattern is so marked as to imply that there is probably little difference between any given county situation and the New Jersey situation as a whole or the situation for the United States as a whole with regard to the grade classification of the total high school enrollment, and that there is similarly probably little variation among county groups in the grade classification of eliminated pupils.

9. *Time of Leaving School*

The data defining time of leaving school show the widest variation in both Burlington and Union Counties. Because they disclose no general trend they are not here included.

In very few cases did pupils leave as soon as they had become either fourteen or sixteen years of age.

Summary

1. In both Burlington and Union Counties the percentage of elimination from the county as a whole for 1928–1929 showed a two per cent decrease from that for 1925–1926.

2. The distribution of one hundred high school pupils among the four high school grades is probably, for the United States as a whole, for New Jersey as a whole, for Union County as a unit, and for Burlington County as a unit, roughly—9th grade, 39 pupils; 10th grade, 27 pupils; 11th grade, 19 pupils; 12th grade, 15 pupils.

On the other hand, a typical one hundred eliminated pupils, for New Jersey as a whole, for Union County as a unit, and for Burlington County as a unit, are distributed among the grades somewhat as follows—9th grade, 44 pupils; 10th grade, 32 pupils; 11th grade, 17 pupils; 12th grade, 7 pupils.

3. In Union County the boys' enrollment exceeded that of the girls by one per cent during 1925–1926, 1926–1927, and 1927–1928. The disparity, still in the boys' favor, increased to three per cent in 1928–1929. On the other hand, the percentage of the total elimination attributable to the boys exceeded that

attributable to the girls by from seven to thirteen per cent.

In Burlington County, the girls' enrollment exceeded that of the boys by approximately eight per cent during 1925–1926, 1926–1927, and 1927–1928, the percentage difference dropping to six per cent in 1928–1929.

The sex division among the eliminated pupils shows, for Burlington County, a marked contrast with the enrollment division, there having been an eight per cent lead, on the part of the boys, in elimination in 1925–1926 (an exact reversal of the enrollment percentages), merely a one per cent difference in 1926–1927 and 1927–1928, more girls than boys having been eliminated, and in 1928–1929 an eight per cent lead on the part of the girls in the matter of elimination.

4. In the school year 1925–1926 the mortality among the colored pupils was approximately eight per cent greater that that among the white pupils.

5. The modal age among the pupils who remained in school was fifteen; that among the eliminated pupils, sixteen.

Approximately 5% of the pupils 13 years of age left school before the completion of the year
Approximately 8% of the pupils 14 years of age left school before the completion of the year
Approximately 11% of the pupils 15 years of age left school before the completion of the year
Approximately 14% of the pupils 16 years of age left school before the completion of the year
Approximately 13% of the pupils 17 years of age left school before the completion of the year
Approximately 16% of the pupils 18 years of age left school before the completion of the year
Approximately 22% of the pupils 19 or more years of age left school before the completion of the year

6. Up to the age of sixteen there was little difference between the percentages of boys and girls, respectively, leaving from each age-group. From sixteen to eighteen years of age, inclusive, the mortality among the boys exceeded that among the girls by from three to six per cent. In the nineteen and older age-group the enrollment among the boys was almost double that among the girls, whereas the mortality among the girls exceeded that among the boys by approximately three per cent.

7. At least fifty per cent of the pupils who remained in school had progressed at least one grade beyond the normal expectation.

The extent of underageness was much more marked in Union County than in Burlington County.

Conclusions

1. There is a trend, from 1925–1929, in both Union and Burlington Counties, toward a slightly lesser degree of high school elimination, evidencing a strengthening in the holding power of the schools.

2. The grade classification of the total high school registration in Union and Burlington Counties is typical of that of New Jersey as a whole; that of New Jersey is typical of that of the United States as a whole.

The grade classification among the eliminated pupils of Union and Burlington Counties is typical of that of New Jersey as a whole.

3. Union County is more favorably situated than Burlington County to hold the boys in school; on the other hand, Burlington County is more favorably situated than Union County to retain the girls in school.

4. There is an ever increasing tendency for boys to avail themselves of high school opportunities.

5. The school mortality among the colored is considerably greater than that among the white.

6. A pupil who enters upon a school year under fourteen years of age has about 95 chances in a hundred to remain until the end of the year. With each succeeding year his chances to persist to the end of the year are diminished materially and in regular progression, with the single exception that if he remains in school beyond sixteen years of age, his chance to complete the next year's work is strengthened, approximately one per cent.

The pupil beginning a school year at nineteen or more years of age is four times as likely to drop out of school as is the pupil who enters upon the year's work at less than fourteen years of age.

7. Grade progression is more rapid in Union than in Burlington County.

8. Eliminated pupils have progressed from grade to grade much less rapidly than has been the case among pupils who persist in school.

9. The underage pupil has in general, twice the chance of the normal age pupil and three times the chance of the overage pupil to remain in school to the completion of any given year.

10. Assessed wealth per pupil enrolled, the employment of a county attendance officer, and the size of the county high school enrollment have no well defined effect on eliminations from high school.

Part III

A History of the Class Entering Ninth Grade of the Moorestown High School in September, 1925

The 1925–1926 ninth grade class of the Moorestown High School comprised 69 boys and 79 girls, of whom there graduated in the normal time 26 boys and 35 girls (37.68 per cent of the boys who entered high school in September, 1925 and 44.30 per cent of the girls entering at the same time).

There were transferred during the first year 5 boys and 5 girls, during the second year 4 boys and 3 girls, during the third year 0 boys and 3 girls, during the fourth year 0 boys and 0 girls, a total of 9 boys and 11 girls (13.04 per cent of the boys who entered high school in September, 1925 and 13.93 per cent of the girls entering at the same time).

Three boys and 3 girls remained in school five years to graduate (4.35 per cent of the boys who entered high school in September, 1925, and 3.80 per cent of the girls entering at the same time).

There left school permanently during the first year 18 boys and 17 girls, during the second year 7 boys and 9 girls, during the third year 3 boys and 4 girls, during the fourth year 3 boys and no girls, a total of 31 boys and 30 girls (44.93 per cent of the boys who entered high school in September, 1925 and 37.97 per cent of the girls entering at the same time).

This group of one hundred forty-eight ninth grade pupils comprised thirty-seven per cent of the student body beginning a new school year in September, 1925.

A glance at the characteristics of the entire student group will enable us to understand better the trends that characterize the high school history of the 1925 entering class.

1. *Sex*

It has been pointed out (page 170) that in Union County the boys outnumber the girls on the high school registry, and that in Burlington County the girls outnumber the boys. This is probably due to the greater presence in Union County and in

large neighboring cities of opportunities for industrial employment, which would furnish work to more girls than boys of high school age, whereas Burlington County is largely rural and agricultural, a condition favorable to the greater retention of the girls than of the boys.

Table LXXVIII presents facts drawn from the state study (pages 57–61) and from the county study (pages 170–172), and compares with the state and county situation the local conditions.

TABLE LXXVIII

SEX DIVISION AMONG ENTIRE REGISTERED GROUP AND AMONG ELIMINANTS OF NEW JERSEY, OF BURLINGTON COUNTY, AND OF MOORESTOWN (1925–1926)

SEX	ENTIRE N. J. HIGH SCHOOL REGISTRY	ENTIRE BURL. CO. H. S. REGISTRY	ENTIRE MOORESTOWN H. S. REGISTRY	STATE ELIMINANTS	COUNTY ELIMINANTS	MOORESTOWN ELIMINANTS
Boys..	49.51%	45.80%	40.60%	54.38%	53.76%	48.08%
Girls .	50.49%	54.20%	59.40%	45.62%	46.24%	51.92%

As Table LXXVIII indicates, the sex division of registered high school pupils in 1925–1926 was almost even in the state as a whole; in Burlington County there was an 8.40 per cent lead on the part of the girls; in Moorestown the unevenness as to registration by sex was still more marked, there being a difference of 18.80 per cent.

Table LXXVIII indicates the greater elimination of the boys than of the girls in all three of the units considered. When we calculate the actual percentage losses of the boys and of the girls, separately considered, we find the local and the county situation directly in line with the state situation, for in 1925–1926,

15.59 per cent of the boys on the New Jersey high school registers were eliminated during the year.

12.83 per cent of the girls on the New Jersey high school registers were eliminated during the year.

TABLE LXXIX

SEX DIVISION OF MOORESTOWN HIGH SCHOOL REGISTRATION AND ELIMINATION (1925–1929)

SEX	ENTIRE M. H. S. REGISTRATION				M. H. S. ELIMINANTS			
	1925–'26	1926–'27	1927–'28	1928–'29	1925–'26	1926–'27	1927–'28	1928–'29
Boys	40.60%	42.38%	44.02%	43.41%	48.08%	50.00%	49.33%	36.36%
Girls	59.40%	57.62%	55.98%	56.59%	51.92%	50.00%	50.67%	63.64%

15.41 per cent of the boys on the Burlington County high school registers were eliminated during the year.

11.20 per cent of the girls on the Burlington County high school registers were eliminated during the year.

15.43 per cent of the boys on the Moorestown High School registers were eliminated during the year.

11.39 per cent of the girls on the Moorestown High School registers were eliminated during the year.

The very great preponderance of girls over boys on the Moorestown High School registry is not a chance variation of the year in question, as registration figures for 1926–'27, 1927–'28, 1928–'29 will testify. Thus:

TABLE LXXX

PERCENTAGE OF ELIMINATION AMONG BOYS AND GIRLS IN M. H. S. OVER A FOUR-YEAR PERIOD

SEX	1925–1926	1926–1927	1927–1928	1928–1929
Boys	15.43%	15.87%	17.05%	8.93%
Girls	11.39%	11.67%	13.77%	11.99%

The general tendency is to be noted for the degree of variation to become gradually less marked from year to year.

When we compare the actual percentages of elimination for four years, we find, as Table LXXX indicates, no appreciable difference between 1925–1926 and 1926–1927, a two per cent increase in the elimination of both boys and girls in 1927–1928, and a sharp decline in elimination of boys during 1928–1929, with a return to the eleven to twelve per cent elimination of girls characteristic of the first two years.

Let us consider the sixty-one pupils who, having entered the ninth grade of Moorestown High School in September, 1925, dropped out of school permanently, to determine whether there are any marked differences between the sexes with regard to time of leaving.

The percentage distribution of the thirty-one boys and the thirty girls is presented in Table LXXXI.

TABLE LXXXI

RELATION OF SEX TO LENGTH OF STAY IN SCHOOL OF PERMANENT DROP-OUTS

LENGTH OF STAY	NUMBER		PERCENTAGE	
	BOYS	GIRLS	BOYS	GIRLS
Left during first year	18	17	58.06	56.67
Left during second year	7	9	22.58	30.00
Left during third year	3	4	9.68	13.33
Left during fourth year	3	0	9.68	0.00
TOTAL	31	30	100%	100%

The evident tendency is for the girls of the permanent drop-out group to be eliminated more rapidly than the boys.

2. *Color*

Of the three hundred ninety-four pupils on roll during 1925–1926, twenty-four were colored and three hundred seventy white, or six per cent colored and ninety-four per cent white. The color division of the eliminated pupils, on the other hand, presents a marked contrast, 12½ per cent of the eliminated pupils being colored and 87½ per cent white. The greater mortality among the colored is emphasized when we estimate the percentage of elimination in the two groups separately and find 7.38 per cent more elimination among the colored than among the white. It is interesting to note that this is entirely in harmony with the findings reported in the county study (page 172).

In the class entering school in September, 1925, there were sixty-four white boys and seventy-four white girls, five colored boys and five colored girls. Thus 93 per cent of the class were white and 7 per cent colored. With regard to color, then, the entering group might be regarded as a typical cross-section of the student-body. Table LXXXII presents the color division in its relation to length of stay in school.

If there were no difference between the white and colored with regard to school mortality, we might expect in all the percentage divisions of Table LXXXII for 93 per cent to be white

TABLE LXXXII

Color Division and Length of Stay in Moorestown High School

Length of Stay	White		Colored		Total White		Total Colored	
	Boys	Girls	Boys	Girls	No.	Percent	No.	Percent
Graduated in normal time.....	25	34	1	1	26	96.72	2	3.28
Transferred.....	7	7	2	4	14	70.00	2	30.00
Dropped out during 1st year...	17	16	1	1	33	94.29	2	5.71
Dropped out during 2nd year..	7	8	0	1	15	93.75	1	6.25
Dropped out during 3rd year...	3	3	0	1	6	85.71	1	14.29
Dropped out during 4th year...	3	0	0	0	3	100.00	0	0.00
Remained 5 years to graduate..	2	2	1	1	4	66.67	2	33.33

and 7 per cent colored. Reference to the table discloses a fair degree of consistency in the matters of graduation in the normal time and of dropping out during the first two years, and wide variation in the matters of transfer and remaining five years to graduate. In all cases, however, the number of the colored pupils is so small as to influence the percentages unduly. To overcome the difficulty, let us consider the groups separately—

Of the 143 white pupils

59, or 44.03 per cent, graduated in normal time

14, or 10.45 per cent, transferred.

33, or 24.63 per cent, dropped out during 1st year.

15, or 11.19 per cent, dropped out during 2nd year.

6, or 4.47 per cent, dropped out during 3rd year.

3, or 2.24 per cent, dropped out during 4th year.

4, or 2.99 per cent, remained 5 years to graduate.

Of the 10 colored pupils

2, or 20 per cent, graduated in the normal time

2, or 20 per cent, transferred.

2, or 20 per cent, dropped out during 1st year.

1, or 10 per cent, dropped out during 2nd year.

1, or 10 per cent, dropped out during 3rd year.

0, or 00 per cent, dropped out during 4th year.

2, or 20 per cent, remained 5 years to graduate.

Very evidently the white group was much more successful with school work. However, there was, relatively, no more permanent dropping out of school among the colored than among the white.

3. *Chronological Age and School Progress*

Let us examine the local situation in comparison with that in Burlington and Union Counties combined, with regard to the age-grade combination in relation to extent of elimination, using for convenience the three criteria—underage, normal age, and overage (see explanation on page 92). The enrollment tables for 1925–1926, 1926–1927, 1927–1928, and 1928–1929 have been combined to add weight to the numbers considered. Table LXXXIII will make clear the situation.

TABLE LXXXIII

RELATIONSHIP BETWEEN SCHOOL PROGRESS AND ELIMINATION IN M. H. S. AND IN BURLINGTON AND UNION COUNTIES COMBINED (1925–1929)

Boys

BURLINGTON AND UNION COUNTIES

	GRADE IX	GRADE X	GRADE XI	GRADE XII
Underage	8.55% elimination	7.61% elimination	7.29% elimination	4.34% elimination
Normal age	14.48% "	19.54%	11.61%	9.75%
Overage	27.77% "	25.73%	21.59%	12.54%

MOORESTOWN HIGH SCHOOL

Underage	13.97% elimination	10.68% elimination	9.09% elimination	0.00% elimination
Normal age	11.70% "	18.75%	7.32%	2.70%
Overage	29.87% "	24.44%	13.89%	8.33%

Girls

BURLINGTON AND UNION COUNTIES

Underage	7.41% elimination	8.97% elimination	8.33% elimination	4.74% elimination
Normal age	15.88% "	15.02%	12.01%	6.45%
Overage	26.09% "	26.99%	19.00%	14.85%

MOORESTOWN HIGH SCHOOL

Underage	10.64% elimination	5.73% elimination	5.52% elimination	.94% elimination
Normal age	24.77% "	14.94%	22.95%	3.70%
Overage	18.52% "	25.00%	25.00%	7.14%

In the ninth and tenth grades the local situation is very similar to that obtaining in the larger group, there being in general a twenty-five per cent elimination among the overage pupils of both sexes and strikingly less elimination among the normal age and underage groups.

An anomaly at once strikes the eye in the over-heavy drop-out in Moorestown among the ninth and eleventh grade girls of the normal age group.

An analysis of the ninth grade girls of the normal progress group at once localizes the trouble. Almost the entire drop-out of the group is among girls of the commercial curriculum, of whom approximately three-fourths are from outlying school districts.

The eleventh grade girls who leave are also largely from the commercial curriculum. Here the added factor of lack of success with school work operates to cause the drop-out of girls from the college entrance curricula as well.

A conversion of the data for prognostic purposes yields Table LXXXIV.

TABLE LXXXIV

PROGNOSIS OF PERSISTENCE IN MOORESTOWN HIGH SCHOOL BY THE AGE-AT-ENTERING CRITERION

Of 100 boys entering M. H. S. at 13 yrs. of age	90 remained to end of 1st yr.
	76 remained to end of 2nd yr.
	68 remained to end of 3rd yr.
	68 remained to end of 4th yr.
Of 100 girls entering M. H. S. at 13 yrs. of age	84 remained to end of 1st yr.
	77 remained to end of 2nd yr.
	77 remained to end of 3rd yr.
	77 remained to end of 4th yr.
Of 100 boys entering M. H. S. at 14 yrs. of age	86 remained to end of 1st yr.
	78 remained to end of 2nd yr.
	71 remained to end of 3rd yr.
	71 remained to end of 4th yr.
Of 100 girls entering M. H. S. at 14 yrs. of age	90 remained to end of 1st yr.
	86 remained to end of 2nd yr.
	79 remained to end of 3rd yr.
	78 remained to end of 4th yr.
Of 100 boys entering M. H. S. at 15 yrs. of age	88 remained to end of 1st yr.
	71 remained to end of 2nd yr.
	66 remained to end of 3rd yr.
	64 remained to end of 4th yr.

Of 100 girls entering M. H. S. at 15 yrs. of age	75 remained to end of 1st yr.
	64 remained to end of 2nd yr.
	39 remained to end of 3rd yr.
	38 remained to end of 4th yr.
Of 100 boys entering M. H. S. at 16 yrs. of age	70 remained to end of 1st yr.
	52 remained to end of 2nd yr.
	46 remained to end of 3rd yr.
	43 remained to end of 4th yr.
Of 100 girls entering M. H. S. at 16 yrs. of age	80 remained to end of 1st yr.
	64 remained to end of 2nd yr.
	47 remained to end of 3rd yr.
	42 remained to end of 4th yr.
Of 100 boys entering M. H. S. at 17 yrs. of age	69 remained to end of 1st yr.
	54 remained to end of 2nd yr.
	48 remained to end of 3rd yr.
	38 remained to end of 4th yr.
Of 100 girls entering M. H. S. at 17 yrs. of age	84 remained to end of 1st yr.
	58 remained to end of 2nd yr.
	42 remained to end of 3rd yr.
	42 remained to end of 4th yr.
Of 100 boys entering M. H. S. at 18 yrs. of age	80 remained to end of 1st yr.
	80 remained to end of 2nd yr.
	40 remained to end of 3rd yr.
	40 remained to end of 4th yr.
Of 100 girls entering M. H. S. at 18 yrs. of age	100 remained to end of 1st yr.
	67 remained to end of 2nd yr.
	67 remained to end of 3rd yr.
	67 remained to end of 4th yr.

While the spread of the two thousand cases on which these tables are based scatters the data and makes for numerical insufficiency, the smallness of the numbers involved makes the findings only at the extremes of the tables unreliable.

Reference to the County Study, page 189, adds credibility to these tables, as the local situation bears strong resemblance to that of the larger group comprising all the registered pupils of Burlington and Union Counties.

Let us examine more closely the age-progress and persistence in school combination as exemplified by the class that entered Moorestown High School in September, 1925. Table LXXXV is self-explanatory.

Translated into percentages, the table acquires added meaning. Thus:

TABLE LXXXV

AN AGE-PROGRESS HISTORY OF THE CLASS ENTERING MOORESTOWN HIGH SCHOOL IN SEPTEMBER, 1925

AGE	ENTERED		TRANSFERRED		REMAINED TO END OF 1ST YEAR		REMAINED TO END OF 2ND YEAR		REMAINED TO END OF 3RD YEAR		REMAINED TO END OF 4TH YEAR		GRADUATED IN NORMAL TIME		REMAINED 5 YEARS TO GRADUATE	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
13	6	20	1	1	3	16	3	15	3	14	3	13	3	12	0	1
14	29	29	0	5	23	22	21	20	20	20	18	20	16	19	2	1
15	16	18	2	0	12	7	9	5	8	4	5	3	5	3	0	0
16	10	3	2	1	1	1	1	1	1	1	1	1	1	0	0	1
17	3	3	0	1	1	2	1	2	1	0	1	0	0	0	1	0
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0

OMITTING TRANSFERRED PUPILS

Of 5 boys entering at 13 yrs. of age.....	60% remained to end of 1st yr.
	60% remained to end of 2nd yr.
	60% remained to end of 3rd yr.
	60% remained to end of 4th yr.
Of 19 girls entering at 13 yrs. of age.....	84.21% remained to end of 1st yr.
	78.95% remained to end of 2nd yr.
	73.68% remained to end of 3rd yr.
	68.42% remained to end of 4th yr.
Of 29 boys entering at 14 yrs. of age.....	79.31% remained to end of 1st yr.
	72.41% remained to end of 2nd yr.
	68.97% remained to end of 3rd yr.
	62.07% remained to end of 4th yr.
Of 24 girls entering at 14 yrs. of age.....	91.67% remained to end of 1st yr.
	83.33% remained to end of 2nd yr.
	83.33% remained to end of 3rd yr.
	83.33% remained to end of 4th yr.
Of 14 boys entering at 15 yrs. of age.....	85.71% remained to end of 1st yr.
	64.29% remained to end of 2nd yr.
	57.14% remained to end of 3rd yr.
	35.71% remained to end of 4th yr.
Of 18 girls entering at 15 yrs. of age.....	38.89% remained to end of 1st yr.
	27.77% remained to end of 2nd yr.
	22.22% remained to end of 3rd yr.
	16.66% remained to end of 4th yr.
Of 8 boys entering at 16 yrs. of age.....	12.50% remained to end of 1st yr.
	12.50% remained to end of 2nd yr.
	12.50% remained to end of 3rd yr.
	12.50% remained to end of 4th yr.
Of 7 girls entering at 16 yrs. of age.....	50.00% remained to end of 1st yr.
	50.00% remained to end of 2nd yr.
	50.00% remained to end of 3rd yr.
	50.00% remained to end of 4th yr.
Of 2 boys entering at 17 yrs. of age.....	0.00% remained to end of 1st yr.
	0.00% remained to end of 2nd yr.
	0.00% remained to end of 3rd yr.
	0.00% remained to end of 4th yr.
Of 2 girls entering at 17 yrs. of age.....	100% remained to end of 1st yr.
	100% remained to end of 2nd yr.
	0.00% remained to end of 3rd yr.
	0.00% remained to end of 4th yr.
Of 0 boys entering at 18 yrs. of age.....	0.00% remained to end of 1st yr.
	0.00% remained to end of 2nd yr.
	0.00% remained to end of 3rd yr.
	0.00% remained to end of 4th yr.
Of 0 girls entering at 18 yrs. of age.....	0.00% remained to end of 1st yr.
	0.00% remained to end of 2nd yr.
	0.00% remained to end of 3rd yr.
	0.00% remained to end of 4th yr.

Of 0 boys entering at 19 yrs. of age.....	0.00%	remained to end of 1st yr.
	0.00%	remained to end of 2nd yr.
	0.00%	remained to end of 3rd yr.
	0.00%	remained to end of 4th yr.
Of 2 girls entering at 19 yrs. of age.....	0.00%	remained to end of 1st yr.
	0.00%	remained to end of 2nd yr.
	0.00%	remained to end of 3rd yr.
	0.00%	remained to end of 4th yr.

A comparison of the persistence of the class entering in September, 1925, with the prognosis contained in Table LXXXIV shows a marked degree of consistency between the two in most cases where the numbers are sufficiently large to admit of deductions.

4. *Grade Classification*

In the light of the findings reported in the state and county studies, let us examine the grade classification data of Moorestown's total high school registration on the one hand and eliminated group on the other hand. (See Table LXXXVI).

A comparison of Table LXXXVI with Table LXVIII (page 171) shows at once that the Moorestown situation with regard to total registration is fairly typical of Burlington County and of the United States as a whole, and that the slight variations from the New Jersey pattern indicate a tendency for Moorestown to retain to the upper grades a slightly greater percentage of pupils.

The grade division of the eliminated pupils shows greater losses in Moorestown of the ninth grade pupils than obtains either in Burlington County or in New Jersey as a whole. However, when the ninth and tenth grade groups are combined, they include, for Burlington County and for New Jersey as a whole, seventy-six of every hundred drop-out pupils and for Moorestown seventy-seven of every hundred eliminants.

5. *Curriculum*

The distribution of the one hundred forty-eight pupils entering the ninth grade in September, 1925, among the curricula offered by the school is made clear by Table LXXXVII.

TABLE LXXXVI

GRADE CLASSIFICATION OF TOTAL REGISTRATION AND OF ELIMINANTS OF M. H. S. (1925–1929)

YEAR	TOTAL REGISTRATION				ELIMINATED GROUP			
	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1925–'26	36.59	26.82	19.55	17.04	42.31	34.61	23.08	0.00
1926–'27	37.22	26.46	21.52	14.80	58.33	20.00	15.00	6.67
1927–'28	37.32	27.19	19.47	16.02	41.33	30.67	20.00	8.00
1928–'29	36.63	29.65	18.22	15.50	49.09	30.91	10.91	9.09
Approx. average for four years	37	27	20	16	48	29	17	6

TABLE LXXXVII

Curriculum Choice and Length of Stay in Moorestown High School

Course	Enrolled		Graduated in Normal Time		Transferred During 1st Year		Transferred During 2nd Year		Transferred During 3rd Year		Total Transferred		Remained 5 Years to Graduate	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Classical	10	28	4 40%	18 64.28%	2	0	0	2	0	2	2 20%	4 14.28%	1 10%	3 10.72%
Scientific	38	12	17 44.74%	2 16.67%	2	1	4	1	0	1	6 15.79%	3 25%	1 2.63%	0 0%
Commercial	21	39	5 23.81%	15 38.46%	1	4	0	0	0	0	1 4.76%	4 10.26%	1 4.76%	0 0%
All Combined	69	79	26 37.68%	35 44.30%	5	5	4	3	0	3	9 13.04%	11 13.93%	3 4.35%	3 3.80%

Course	Left Permanently During 1st Year		Left Permanently During 2nd Year		Left Permanently During 3rd Year		Left Permanently During 4th Year		Total Permanent Drop-Out	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Classical	3	0	0	2	0	1	0	0	3 30%	3 10.72%
Scientific	6	4	4	1	1	2	3	0	14 36.84%	7 58.33%
Commercial	9	13	3	6	2	1	0	0	14 66.67%	20 51.28%
All Combined	18	17	7	9	3	4	3	0	31 44.93%	30 37.97%

The significant facts disclosed by the table are, briefly, these:

The classical course retained to graduation . 68.42 per cent of its registration
transferred . . . . . 15.79 per cent of its registration
lost permanently . . . . . 15.79 per cent of its registration
The scientific course retained to graduation . 40.00 per cent of its registration
transferred . . . . . 18.00 per cent of its registration
lost permanently . . . . . 42.00 per cent of its registration
The commercial course retained to graduation . 35.00 per cent of its registration
transferred . . . . . 8.33 per cent of its registration
lost permanently . . . . . 56.67 per cent of its registration

The greater holding power of the college preparatory courses has already been noted in the study of state-wide conditions (see page 129). The local study serves to make specific the general deductions of the state study and to throw added weight of evidence to prove the strikingly greater stability of the college entrance groups.

The table indicates, further, the tendency for commercial drop-outs to be eliminated more quickly than college preparatory drop-outs, as

64.71 per cent of commercial drop-outs had been eliminated before the end of the first year.
91.18 per cent of commercial drop-outs had been eliminated before the end of the second year.
100.00 per cent of commercial drop-outs had been eliminated before the end of the third year.

whereas

48.15 per cent of college preparatory drop-outs had been eliminated before the end of the first year.
74.07 per cent of college preparatory drop-outs had been eliminated before the end of the second year.
88.88 per cent of college preparatory drop-outs had been eliminated before the end of the third year.
100 per cent of college preparatory drop-outs had been eliminated before the end of the fourth year.

TABLE LXXXVIII

Native Ability (I. Q.) and Length of Stay in School

Classical Course

I. Q.	Pupils graduated in normal time			Pupils transferred			Remaining 5 yrs. to graduate			Permanent drop-outs												Total		
										Before 2nd year			Before 3rd year			Before 4th year			Before end of 4th year					
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
85–90	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
90–95	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
95–100	1	0	1	1	1	2	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	3	2	5
100–105	0	2	2	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	3	4
105–110	0	2	2	0	2	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	5	5
110–115	1	6	7	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	7	8
115–120	2	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4	6
120–125	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
125–130	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
No record	0	1	1	1	1	2	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	3	2	5
Totals	4	18	22	2	4	6	1	3	4	3	0	3	2	2	2	0	1	1	0	0	0	10	28	38

TABLE LXXXIX

Native Ability (I. Q.) and Length of Stay in School

Scientific Course

I. Q.	Pupils graduated in normal time			Pupils transferred			Remaining 5 yrs. to graduate			Permanent drop-outs												Total		
										Before 2nd year			Before 3rd year			Before 4th year			Before end of 4th year					
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Less than 85	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	2	3
85–90	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
90–95	1	0	1	0	0	0	0	0	0	1	1	2	2	0	2	0	0	0	0	0	0	4	1	5
95–100	4	0	4	1	1	2	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	10	1	11
100–105	1	0	1	1	1	2	0	0	0	0	0	0	1	0	1	0	2	2	0	0	0	3	3	6
105–110	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
110–115	6	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	7
115–120	2	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
120–125	3	0	3	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	5	0	5
125–130	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No record	0	0	0	1	0	1	0	0	0	2	2	4	0	0	0	0	0	0	1	0	1	4	2	6
Totals	17	2	19	6	3	9	1	0	1	6	4	10	4	1	5	1	2	3	3	0	3	38	12	50

TABLE XC

Native Ability (I. Q.) and Length of Stay in School

Commercial Course

I. Q.	Pupils graduated in normal time			Pupils transferred			Remaining 5 yrs. to graduate			Permanent drop-outs												Total		
										Before 2nd year			Before 3rd year			Before 4th year			Before end of 4th year					
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Less than 85	0	1	1	0	1	1	0	0	0	0	2	2	1	1	2	0	0	0	0	0	0	1	5	6
85–90	0	1	1	0	0	0	0	0	0	1	0	1	0	3	3	0	0	0	0	0	0	1	4	5
90–95	1	1	2	0	1	1	1	0	1	1	2	3	0	0	0	0	0	0	0	0	0	3	4	7
95–100	1	3	4	0	0	0	0	0	0	2	0	2	0	1	1	0	0	0	0	0	0	3	4	7
100–105	0	3	3	0	0	0	0	0	0	0	2	2	0	0	0	1	1	2	0	0	0	1	6	7
105–110	3	2	5	0	0	0	0	0	0	0	1	1	1	1	2	1	0	1	0	0	0	5	4	9
110–115	0	2	2	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	2	3
115–120	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
120–125	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
125–130	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
No record	0	0	0	1	2	3	0	0	0	4	6	10	1	0	1	0	0	0	0	0	0	6	8	14
Total	5	15	20	1	4	5	1	0	1	9	13	22	3	6	9	2	1	3	0	0	0	21	39	60

TABLE XCI

Native Ability (I. Q.) and Length of Stay in School

All Courses Combined

I. Q.	Pupils graduated in normal time			Pupils transferred			Remaining 5 yrs. to graduate			Permanent drop-outs: before 2nd year			Permanent drop-outs: before 3rd year			Permanent drop-outs: before 4th year			Permanent drop-outs: before end of 4th year			Total		
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Less than 85	0	1	1	0	1	1	0	0	0	0	3	3	1	2	3	0	0	0	1	0	1	2	7	9
85–90	0	1	1	1	0	1	0	1	1	2	0	2	0	3	3	0	0	0	0	0	0	3	5	8
90–95	2	1	3	0	1	1	1	0	1	2	3	5	2	0	2	0	1	1	0	0	0	7	6	13
95–100	6	3	9	2	2	4	2	0	2	3	0	3	1	2	3	1	0	1	1	0	1	16	7	23
100–105	1	5	6	1	1	2	0	1	1	1	2	3	1	0	1	1	3	4	9	0	0	5	12	17
105–110	3	5	8	0	3	3	0	0	0	0	1	1	1	2	3	1	0	1	0	0	0	5	11	16
110–115	7	9	16	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	8	10	18
115–120	4	5	9	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	10
120–125	3	2	5	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	5	2	7
125–130	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
No record		1	1	3	3	6	0	0	0	8	8	16	1	0	1	0	0	0	1	0	1	13	12	25
Total	26	35	61	9	11	20	3	3	6	18	17	35	7	9	16	3	4	7	3	0	3	69	79	148

6. *Native Ability and Length of Stay in School*

The Terman Group Intelligence Test was used for the computing of the I. Q.'s of all the ninth grade pupils who were present on the day the test was administered (in the early fall of 1925).

In the Classical Course the range of I. Q.'s was from 88 to 128; in the Scientific Course, from 84 to 124; in the Commercial Course, from 80 to 127, the frequency distribution being as indicated by the tables LXXXVIII, LXXXIX, XC, and XCI.

The salient facts contained in the tables may be summed up:

1. The Classical Course

The median I. Q. of the pupils graduating in normal time was between 110 and 115, whereas the median I. Q. of the permanent drop-outs was 100.

2. The Scientific Course

The median I. Q. of the pupils graduating in normal time was between 110 and 115, whereas the median I. Q. of the permanent drop-outs was 95.

3. The Commercial Course

The median I. Q. of the pupils graduating in normal time was between 100 and 105, whereas the median I. Q. of the permanent drop-outs was between 95 and 100.

4. All Courses Combined

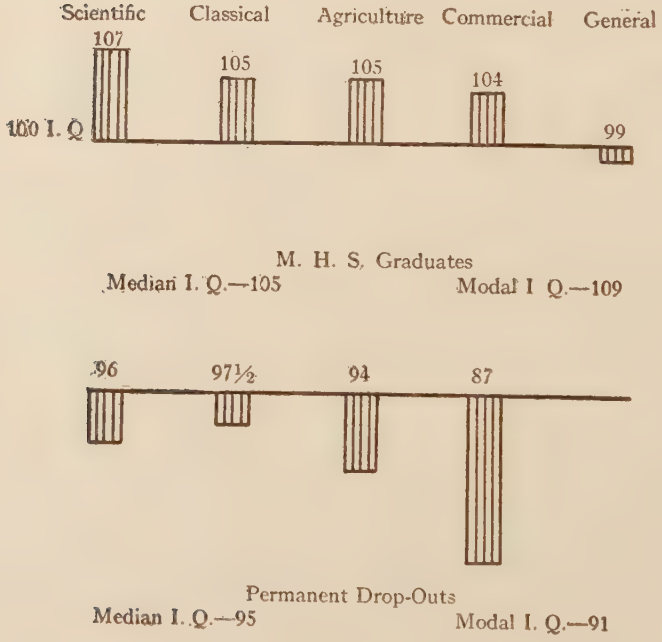
The median I. Q. of the pupils graduating in normal time was between 110 and 115; that of the transferred pupils was 100; that of the pupils remaining five years to graduate was between 95 and 100; that of the pupils dropping out before the second year was between 90 and 95, before the third year was between 90 and 95, before the fourth year was between 100 and 105.

I. Q. records of the three cases of pupils leaving before the end of the fourth year are available in only two cases, one of which is of a pupil with an I. Q. of less than 85 (a faithful plodder who had elected all the industrial courses offered by the school, who had repeated certain courses—notably English courses—as many as three times, and who left because he had completed all the courses that he could master). The other case is that of a boy with an I. Q. of between 95 and 100, who returned to school in his fourth year for the football season, according to his own

acknowledgment, and who left promptly when the football lure ended.

CHART 16

MEDIAN I. Q. OF 125 GRADUATES OF MOORESTOWN HIGH SCHOOL COMPARED WITH MEDIAN I. Q. OF 76 PERMANENT DROP-OUTS (1925–'26 AND 1926–'27)



Further light on the relation of the I. Q. to persistence in school is shed by Graph 16, which contrasts the I. Q.'s of the graduates from the various courses offered by the Moorestown High School with the I. Q.'s of the pupils eliminated from the several courses during the same period (1925–1926 and 1926–1927).

The graph would indicate that in the Moorestown High School an I. Q. of at least 104 is usually characteristic of the student

who successfully completes the high school course of study, that the native ability of those who remain to graduation is markedly superior to that of the eliminated pupils, and that the pupils who remain to graduation represent a much narrower range of native ability than obtains among the drop-out pupils.

7. *Persistence and Elimination of Pupils Coming from the Various Sending Districts*

Moorestown High School draws its students from some twelve sending districts, the number varying from year to year. More than half the high school registration is of pupils from without the district. The problem created by the varying degrees of stability on the part of these incoming students, is, as Table XCII would indicate, a very serious problem.

The greater losses among the outside school districts may be summed up by comparison of the registration statistics with the losses of the Moorestown Township school district and the sending districts. Briefly, 44.88 per cent of the entering class were from Moorestown Township, 55.12 per cent coming from outlying school districts; but only 30.19 per cent of the permanent drop-out is attributable to Moorestown, the remaining 69.81 per cent being charged up to the outlying districts.

The lesser degree of success of pupils coming from without the district in passing their work during the first term in high school may have a definite causal relation to their withdrawal in greater proportion. Certainly the two facts are concomitant, for pupils coming from Moorestown Township in 1925–1926 passed 91.5 per cent of their subjects during the first term, pupils from without the district passing only 79.1 per cent of their subjects.

8. *Nativity of Child*

From 97 to 98 per cent of the pupils registered in Moorestown High School during the school year 1925–1926 were American born. Of the ten born outside the United States six were born in Canada, two were the children of missionaries, only two being of the type connoted by the word "foreign". All the pupils eliminated during the year were American born.

TABLE XCII

PERSISTENCE IN SCHOOL OF PUPILS ENTERING M. H. S. IN SEPTEMBER, 1925, COMING FROM THE VARIOUS SENDING DISTRICTS

SCHOOL DISTRICT	NUMBER ENTERING	GRADUATED IN NORMAL TIME		TRANSFERRED		PERMANENT DROP-OUT								TOTAL		REQUIRING EXTRA YEAR	
						1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR					
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1. Moorestown Twp.	57	31	54.39	6	10.52	7	12.28	6	10.52	3	5.26	0	0	16	28.07	4	7.02
2. Maple Shade.....	28	14	50.00	0	0.00	8	28.57	4	14.29	0	0.00	2	7.14	14	50.00	0	0
3. Mount Laurel....	10	5	50.00	1	10.00	1	10.00	0	0.00	1	10.00	1	10.00	3	33.33	1	10.
4. Evesham.....	13	3	23.08	2	15.38	5	38.46	2	15.38	1	7.69	0	0.00	8	61.53	0	0.
5. Indian Mills.....	5	1	20.00	1	20.00	2	40.00	0	0.00	1	20.00	0	0.00	3	60.00	0	0.
6. Delaware Twp....	14	2	14.28	3	21.43	6	42.86	2	14.28	1	7.15	0	0.00	9	64.28	0	0.

NOTE—Those districts sending fewer than five pupils have been omitted.

Parental Nativity

During the same year only approximately seventy-five per cent of the student body were of native born parentage. Of the pupils who remained in school during the year twenty-five per cent had one parent or both foreign born; of the pupils who dropped out of school only twenty-one per cent had one parent or both foreign-born. A careful analysis of the relation of parental nativity to length of stay in school, based on the data furnished by the class entering high school in September, 1925, shows, however, the definite tendency for pupils of American born parentage to remain in school longer, as Table XCIII will testify.

TABLE XCIII

INFLUENCE OF NATIVITY OF PARENTS ON PERSISTENCE IN SCHOOL

	NO. PUPILS	PERCENTAGE OF PUPILS HAVING BOTH PARENTS AMERICAN BORN	PERCENTAGE OF PUPILS HAVING ONE PARENT FOREIGN BORN	PERCENTAGE OF PUPILS HAVING BOTH PARENTS FOREIGN BORN
Group graduated in normal time	61	73.77%	4.92%	21.31%
Transferred Group	20	57.90%	5.26%	36.84%
Permanent Drop-Outs	61	61.82%	3.64%	34.54%
Group requiring 5 yrs. to graduate	6	83.33%	16.66%	0.00%

Perhaps a clearer view of the influence of parental nativity on persistence in school may be gained by a different type of cross-sectioning. Thus:

	NO. OF PUPILS	PERCENTAGE GRADUATING IN NORMAL TIME	PERCENTAGE TRANSFERRED	PERCENTAGE DROPPED OUT PERMANENTLY	PERCENTAGE REQUIRING EXTRA YEAR
Students having both parents American-born	95	47.37	11.58	35.79	5.26
Students having one parent foreign-born	7	42.86	14.29	28.56	14.29
Students having both parents foreign-born	39	33.33	17.95	48.72	0.00
Unrecorded	7	00.00	14.29	85.71	0.00

The greater persistence in high school of the children of purely American parentage is made clear by both these tabulations. The seven students concerning whose parental nativity no recorded information is available are pupils who remained in school only a few days. In every case the names are such as to imply foreign extraction. The probability is that the entire group belongs properly with the permanent drop-outs having both parents foreign-born, in which case the superior persistence in school of children of pure American stock would be still more striking.

Leaving out of consideration transferred pupils and pupils concerning whose parental nativity we have no recorded information, we have definite data concerning the relation of parental nativity to length of stay in school in the cases of fifty-six boys and sixty-nine girls.

Table XCIV presents these related data and points definitely to the conclusion that the children of American born parentage have a better chance to remain in school than do the children of foreign born parentage, and that the group destined to the shortest stay is the group comprising the girls of foreign born parentage, fifty per cent of whom are eliminated by the end of the first year. The table shows, however, that in all the groups those who persist beyond the first year have a very good chance of remaining to graduate. After the first year there is more

TABLE XCIVa

Relation of Parental Nativity to Length of Stay in School

	Less than one term		1 term		2 terms		3 terms		4 terms		5 terms		6 terms		7 terms		8 terms		9 terms		10 terms		Total	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Both parents American born	1	1	4	2	6	4	3	1	1	1	0	1	2	3	0	1	20	26	0	0	3	2	40	42
One parent foreign born	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	2	0	0	0	1	2	4
Both parents foreign born	2	1	1	3	3	8	0	0	0	2	0	0	1	0	0	0	7	9	0	0	0	0	14	23
Totals	3	2	5	6	9	12	3	1	1	4	0	1	3	3	0	1	29	37	0	0	3	3	56	69

drop-out before the end of the fourth year on the part of boys of American born parentage than on the part of any other group.

Table XCIVb helps to interpret the meaning of Table XCIVa:

TABLE XCIVb

Relation of Parental Nativity to Length of Stay in School

	BOTH PARENTS AMERICAN BORN		ONE PARENT FOREIGN BORN		BOTH PARENTS FOREIGN BORN	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Less than 1 term	2.50%	2.38%	0.00	0.00	14.29	4.35
1 term	10.00%	4.77%	0.00	0.00	7.14	13.04
2 terms	15.00%	9.52%	0.00	0.00	21.43	34.78
3 terms	7.50%	2.38%	0.00	0.00	0.00	0.00
4 terms	2.50%	2.38%	0.00	25.00	0.00	8.70
5 terms	0.00%	2.38%	0.00	0.00	0.00	0.00
6 terms	5.00%	7.14%	0.00	0.00	7.14	0.00
7 terms	0.00%	2.38%	0.00	0.00	0.00	0.00
8 terms	50.00%	61.90%	100.00%	50.00%	50.00%	39.13
9 terms	0.00%	0.00%	0.00	0.00	0.00	0.00
10 terms	7.50%	4.77%	0.00	25.00	0.00	0.00
Total	100%	100%	100%	100%	100%	100%

Any attempt to analyze the group of foreign extraction according to the place of birth of father and mother would be futile, as the nationalities of the forty-three pupils concerned are scattered over twenty-two foreign countries, no single group being large enough to warrant deductions.

Reference to Chapter XI of Part I (pages 153–155) will indicate that the Moorestown group is in point of nativity of eliminated pupils much more homogeneous than are the New Jersey high schools as a whole, 100 per cent of the pupils eliminated from Moorestown High School being American born as compared with 79.36 per cent American born among the eliminated group represented by the state sampling. Very little difference is to be noted in the parentage of eliminated pupils in Moorestown and in New Jersey as a whole, in the local situation 58.49 per cent of the eliminated pupils having foreign born parentage and in the state situation approximately 61 per cent of the eliminated pupils having foreign born parents.

9. *Occupation of Father (Using Counts' Classification)*

Table XCV sets forth the occupational divisions obtaining among the pupils who remained in Moorestown High School as compared with those who left (1925–1926).

TABLE XCV

OCCUPATIONS OF PARENTS OF PUPILS WHO REMAINED COMPARED WITH THAT OF THOSE WHO LEFT

OCCUPATION OF FATHER	PUPILS WHO REMAINED	PUPILS WHO LEFT
1. Proprietors	8.71	5.55
2. Professional service	4.80	11.11
3. Managerial service	10.51	5.55
4. Commercial service	10.51	0.00
5. Clerical service	6.91	5.55
6. Agricultural service	19.52	22.22
7. Artisan Proprietors	2.70	0.00
8. Building and related trades	10.81	27.78
9. Machine and related trades	12.01	22.22
10. Printing trades	2.10	0.00
11. Miscellaneous trades in Manufacturing and mechanical activities	1.50	0.00
12. Transportation service	5.11	0.00
13. Public Service	.90	0.00
14. Personal Service	2.40	0.00
15. Miners, lumbermen, fishermen, woodmen	.30	0.00
16. Common laborer	1.80	0.00

A comparison of the local situation with that reported by Counts and with that obtaining among the eliminated high school pupils of New Jersey as a whole (see page 157) stresses at once the preponderance in the Moorestown group of the agricultural element. It also narrows the local drop-out largely to the groups—agricultural service, building and related trades, and machine and related trades. In the upper occupational levels the same trend is apparent in Moorestown as in the larger group—for percentages among the eliminated to be distinctly smaller than the percentages among those remaining. Table XCIV would indicate also that in Moorestown High School the parents on the lower occupational levels are ambitious for their children to secure an education. The biggest part of the drop-

out in Moorestown comes from what might be termed the middle occupational level.

10. *Distance of School from Home*

The distance of school from home apparently was not an active factor in the elimination of Moorestown High School students as three miles is the median distance from school of both the eliminated group and the group who remained. The modal distance among the eliminated pupils was three miles, among the pupils who remained, five miles.

That distance from school is not an active eliminant is proved likewise by the findings reported for the state as a whole, reported in Chapter XI, page 163.

11. *Exact Age at Leaving*

The state study (Chapter V, page 67) makes it clear that there is an age danger-zone in each of the four high school grades, within the bounds of which is included 75 per cent of the elimination from the grade. As would be expected, the danger-zone moves up one year for each successive grade, that of the ninth grade being the 14 to 16 span, that of the tenth grade the 15 to 17 span, that of the eleventh grade the 16 to 18 span, and the twelfth grade having 75 per cent of the elimination included both within the 16 to 18 and the 17 to 19 age-span.

The county study contains a prognosis of the extent of elimination from each grade of boys and girls at the various age-levels (see page 189).

To make the age at leaving factor even more definite, let us examine the group eliminated permanently from the class that entered Moorestown High School in September, 1925. When we calculate the exact age of each permanent eliminant on the date of his leaving school and derive the arithmetic average of the groups leaving the four grades, we find the average age situation indicated by Table XCVI.

TABLE XCVI

AVERAGE AGE AT TIME OF LEAVING OF ELIMINANTS FROM THE CLASS ENTERING MOORESTOWN HIGH SCHOOL IN SEPTEMBER, 1925

TIME OF LEAVING	AVERAGE AGE OF BOYS			AVERAGE AGE OF GIRLS		
	YEARS	MONTHS	DAYS	YEARS	MONTHS	DAYS
1st year	16	5	0	15	11	29
2nd year	17	7	25	17	1	4
3rd year	18	6	5	17	2	6
4th year	17	11	9	..	..	..

The table indicates exactly the same trend as the state and county studies would lead us to presuppose: namely, that the girls who drop out do so at a lesser age than the boys. The age superiority on the part of the boys dropping out from each of the grades is a six-month disparity in ninth and tenth grades, rising to a one year and four months superiority in the eleventh grade. As no girls from the group under discussion left during the fourth year, it is not possible to carry the comparison further.

It is interesting to note that only one boy and two girls of the thirty-one boys and thirty girls, or fewer than five per cent, dropped out immediately on reaching the age prescribed by law for compulsory school attendance. However, the average age of the ninth grade girls on leaving was one day less than sixteen years.

12. *Days Absent and Times Tardy*

Chapter XI of the state study points out that the attendance record for the year then current of the pupils dropping out between February 1 and June 30, 1927, was not a notably poor record. No data were available, however, in the state study to compare the attendance records of those who left with that of those who remained.

When we study the attendance figures of those who remained in Moorestown High School in 1925–1926 compared with those who left during the year, we find for each of the four grades markedly better attendance among the pupils who remained than among the pupils who left. (See Table XCVII.)

TABLE XCVII

ATTENDANCE OF PUPILS WHO REMAINED IN M. H. S. COMPARED WITH THAT OF PUPILS WHO LEFT (1925–1926)

Grade IX

	PUPILS WHO REMAINED			PUPILS WHO LEFT		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Possible days present	8802	10496	19298	1992	2355	4347
Days present	8461½	10068½	18530	1835	2164	3999
Percentage of attendance	96.13	95.92	96.02	92.12	91.89	91.99
Times Tardy	31	8	39	18	0	18
Percentage of punctuality	99.65	99.92	99.79	99.1	100	99.59

Grade X

	PUPILS WHO REMAINED			PUPILS WHO LEFT		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Possible days present	5461	10413.5	15874.5	548	323	871
Days present	5257	9984.5	15241.5	457	260.5	717.5
Percentage of attendance	96.26	95.88	96.01	83.40	80.65	82.37
Times tardy	18	15	33	1	0	1
Percentage of punctuality	99.49	99.86	99.79	99.82	100	99.89

Grade XI

	PUPILS WHO REMAINED			PUPILS WHO LEFT		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Possible days present	4619	7283	11902	194	546	740
Days present	4510	6991.5	11501.5	164	456	620
Percentage of attendance	97.64	95.99	96.63	84.54	83.52	83.78
Times tardy	12	3	15	0	0	0
Percentage of punctuality	99.74	99.96	99.87	100	100	100

There was no elimination from the twelfth grade in 1925–1926.

13. *Late Entrance*

The state study reports, on page 160, of the 563 eliminated pupils concerning whom the information was supplied, that 72 entered late and 491 did not enter late (or 12.79 per cent entered

late as compared with 87.21 per cent not entering late). A very similar situation obtained among the Moorestown eliminants during 1925–1926, 16.13 per cent having entered late, and 83.87 per cent not having entered late. We may conclude, then, that late entrance is probably not a factor in the elimination of more than fifteen to twenty per cent of the cases.

14. *Extent of Elimination Over a Four Year Period (1925–1929)*

In the county study (page 169), a gradual decline in the percentage of elimination from Burlington and Union Counties, as units, over the period September, 1925 to June, 1929 was noted. This decline in percentage of elimination is not in general true of Moorestown, there having been in 1925–1926, 13.03 per cent elimination; in 1926–1927, 13.45 per cent elimination; in 1927–1928, 15.23 per cent elimination, and in 1928–1929, 10.66 per cent elimination. The sharp decline in elimination characterizing 1928–1929 has been due largely to the industrial depression. Again and again during 1928–1929 and 1929–1930 pupils have signified their intention of leaving school, only to return in a few days with the explanation that they were unable to secure employment.

Table II (pages 39 to 43) presents for one hundred thirty-eight schools the variation in the percentage of the total elimination attributable to each of the four high school grades, and analyzes the elimination within the grades further by presenting the percentage of the total male and female registration eliminated from each of the four grades.

Both the state study and the county study establish definitely the central tendency for the distribution of every one hundred eliminants to be somewhat as follows: ninth grade, 43; 10th grade, 33; eleventh grade, 18; twelfth grade, 6. Even a casual glance at Table II warrants the statement that there is the widest deviation from pattern among the schools reporting. If Moorestown is a typical situation, the conclusion is likewise warranted that the percentage of the total elimination attributable to each of the four high school grades varies tremendously from year to year, as Table XCVIII specifies.

TABLE XCVIII

VARIATION FROM YEAR TO YEAR IN EXTENT OF ELIMINATION FROM M. H. S. WITHIN THE FOUR HIGH SCHOOL GRADES

YEAR	NO. PUPILS ELIMINATED	PERCENTAGE OF TOTAL ELIMINATION ATTRIBUTABLE TO EACH OF THE FOUR GRADES				PERCENTAGE OF TOTAL MALE AND FEMALE REGISTRATION ELIMINATED FROM EACH OF THE FOUR GRADES									
		9TH	10TH	11TH	12TH	9TH		10TH		11TH		12TH		TOTAL	
						BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1925–1926.....	52	42.31	34.61	23.08	0.00	16.66	13.75	23.07	13.23	16.12	14.89	0.00	0.00	15.43	11.39
1926–1927.....	60	58.33	20.00	15.00	6.67	25.33	17.58	8.16	11.59	13.16	6.90	7.41	5.13	15.87	11.67
1927–1928.....	75	41.33	30.67	20.00	8.00	15.30	18.18	24.56	11.69	11.36	19.23	16.13	2.09	17.05	13.77
1928–1929.....	55	49.09	30.91	10.91	9.09	12.35	15.74	10.45	11.63	0.00	11.32	8.57	4.44	8.93	11.99
Total.....	242	48	29	17	6	17.26	16.40	16.04	12.00	9.74	12.86	8.40	2.87	14.14	12.24

No matter what approach to the problem is made, one fact remains constant; namely, that seventy-five per cent of the total elimination is confined to the ninth and tenth grades.

15. *Reasons for Leaving School*

The investigator has had a personal interview, and in many cases more than one interview, with all students who have withdrawn from the Moorestown High School during the last five years, with the few exceptions of pupils who remained in school only a few days and of pupils who withdrew without giving notice of their intention to do so.

The facts concerning the causes of withdrawal of the forty boys and forty-one girls of the class entering high school in September, 1925, are very typical of the reasons ordinarily offered by students who leave Moorestown High School.

The facts concerning these eighty-one pupils are presented in Table XCIX, which employs the same criteria of classification as those used in the state study for 1926–1927.

TABLE XCIX

REASONS FOR LEAVING MOORESTOWN HIGH SCHOOL (CLASS ENTERING SEPTEMBER, 1925)

	LEFT DURING 1ST YR.		LEFT DURING 2ND YR.		LEFT DURING 3RD YR.		LEFT DURING 4TH YR.	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Moved away or transferred	5	5	4	3	0	3	0	0
To study some specific branch	0	2	0	3	0	0	0	0
Economic necessity	8	6	1	3	0	0	0	0
To work	5	4	4	1	1	1	0	0
Family disturbance	0	3	0	0	0	0	0	0
Illness or accident	1	1	0	1	0	0	0	0
Deceased	0	0	0	0	0	0	0	0
Lack harmonious adjustment with school	1	1	0	0	0	1	0	0
Expelled (undesirable)	2	0	1	0	0	0	0	0
Trouble with teacher (insub.)	0	0	0	0	0	0	0	0
Discouraged by failure	1	0	1	1	2	2	3	0
Married—Travel	0	0	0	0	0	0	0	0
No reason stated	0	0	0	0	0	0	0	0
Total	18	17	7	9	3	4	3	0

When, for the sake of greater numerical weight, we collect the items that verge upon one another, we derive the division of data contained in Table C.

TABLE C

REASONS FOR LEAVING MOORESTOWN HIGH SCHOOL (CLASS ENTERING SEPTEMBER, 1925)

REASON	NUMBER			PERCENTAGE		TOTAL
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Removal, transfer, or to study some specific branch	9	16	25	22.50	39.02	30.87
Necessity to work or to leave for family reasons	19	18	37	47.50	43.90	45.68
Illness, accident, or death	1	2	3	2.50	4.88	3.70
Maladjustment of all sorts	11	5	16	27.50	12.20	19.75
Marriage	0	0	0	0.00	0.00	0.00
Travel	0	0	0	0.00	0.00	0.00
Not stated	0	0	0	0.00	0.00	0.00
Total	40	41	81	100%	100%	100%

The facts revealed by the table are in line with those reported in the state study (see page 146), with the exception that a smaller percentage of the Moorestown eliminants than of the state as a whole left because of illness, accident, or death. However, when we consider the eliminants from the entire student body for the year 1925–1926, we find the percentage leaving because of illness, accident, or death, very similar to that reported in the state study. (See Table CI.)

The two terms are here reported separately, to test the validity of the conclusions reached in the state study concerning noteworthy differences between the two terms as regards the reason-for-leaving item.

As in the state study (see page 146), the percentage leaving because of removal, transfer, or to study some specific branch is larger in the first than in the second term; the percentage leaving because of necessity to work or for family reasons is larger in the first term in the state study and in the second term in the local study. The second term shows in both studies a

bigger percentage than the first leaving because of maladjustment of all sorts. The percentage differences in the case of all other items are of insignificant proportions. In general, then, the local study bears out the conclusions of the state study.

TABLE CI

REASONS FOR LEAVING REPORTED BY ALL DROP-OUTS FROM M. H. S. (1925–1926)

REASON	FIRST TERM		SECOND TERM		TWO TERMS COMBINED	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Removal, transfer or to study some specific branch	12	38.71	5	23.81	17	32.69
Necessity to work or to leave for family reasons	10	32.26	9	42.86	19	36.54
Illness, accident, or death	3	9.68	2	9.52	5	9.61
Maladjustment of all sorts	5	16.13	5	23.81	10	19.23
Marriage	1	3.22	0	0.00	1	1.93
Travel	0	0.00	0	0.00	0	0.00
Not stated	0	0.00	0	0.00	0	0.00
Total	31	100%	21	100%	52	100%

16. *Grades Skipped and Repeated*

Table CII outlines the situation with regard to grades skipped and repeated by the pupils who were eliminated from Moorestown High School in contrast with the pupils who remained during the second term of 1926–1927.

For both the group who remained and the group who left the modal situation is that of pupils who neither skipped nor repeated a single grade. The median among those who left is also located in the group who neither skipped nor repeated a single grade. On the part of the pupils who remained, on the contrary, the median is among the group who skipped none and repeated one grade. If the numbers of those who left were sufficiently large to warrant conclusions, we might draw the deduction that the pupils who leave have, in general, fully as good a record of progress from grade to grade as have the pupils who remain in school.

17. *Progress of Father in Last Educational Institution Attended*

The number of those who left concerning whom the information was available as to the father's schooling is too small for conclusions to be drawn. It is worthy of note, however, that the modal situation, both among pupils who remained and among pupils who left, is that of the group who had progressed to the eighth grade of grammar school.

Because of the scattering of cases, foreign schools are not included in the table.

Because of their great similarity to the data concerning the father's progress in school, those concerning the mother's progress are not here included.

TABLE CII

GRADES SKIPPED AND REPEATED BY PUPILS WHO LEFT AND PUPILS WHO REMAINED (M. H. S.—1926–1927)

PUPILS WHO REMAINED			PUPILS WHO LEFT		
NO.	NO. OF GRADES SKIPPED	NO. OF GRADES REPEATED	NO.	NO. OF GRADES SKIPPED	NO. OF GRADES REPEATED
175	0	0	15	0	0
67	0	1	4	0	1
16	0	2	0	0	2
2	0	3	0	0	3
63	1	0	1	1	0
18	1	1	3	1	1
2	1	2	0	1	2
1	1	3	0	1	3
13	2	0	0	2	0
2	2	1	0	2	1
1	2	2	0	2	2
2	3	0	1	3	0
1	3	1	0	3	1
1	4	1	0	4	1
364			24		

18. *Employment*

Proportionately fewer of the pupils eliminated from Moorestown High School between February 1, and June 30, 1926, attempted to carry on regularly paid employment while con-

tinuing in school than did those who did not leave school during the year. (See Table CIV.)

TABLE CIII

PROGRESS OF FATHER IN LAST EDUCATIONAL INSTITUTION ATTENDED

	THOSE WHO REMAINED		THOSE WHO LEFT	
	NO.	PERCENTAGE	NO.	PERCENTAGE
I. No Schooling	8	3.11	1	6.67
II. Grammar School				
1st grade	0	0.00	0	0.00
2nd grade	0	0.00	2	13.333
3rd grade	3	1.17	0	0.00
4th grade	4	1.55	0	0.00
5th grade	12	4.67	0	0.00
6th grade	17	6.61	2	13.333
7th grade	9	3.50	2	13.333
8th grade	96	37.35	5	33.333
III. High School				
1 yr.	18	7.01	0	0.00
2 yrs.	23	8.95	0	0.00
3 yrs.	7	2.73	0	0.00
4 yrs.	34	13.23	1	6.67
IV. University, College or Theological Seminary				
1 yr.	1	.39	0	0.00
2 yrs.	3	1.17	0	0.00
3 yrs.	2	.78	0	0.00
4 yrs.	17	6.61	2	13.33
5 yrs.	2	.78	0	0.00
8 yrs.	1	.39	0	0.00
TOTAL	257	100%	15	100%

TABLE CIV

REGULAR PAID EMPLOYMENT WHILE IN SCHOOL (SECOND TERM 1926–1927)

	THOSE WHO REMAINED		THOSE WHO LEFT	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
Yes	91	24.86	3	12.50
No	275	75.14	21	87.50

The percentage of the eliminated pupils reported in the state study as having regularly paid employment during continuation in school is considerably greater than that here recorded, as 30.11 per cent of the 528 pupils of whom the item was reported were carrying some regular "job" along with their school work.

19. *Participation in Extra-Curricular Activities*

Of the twenty-four pupils eliminated from the Moorestown High School between February 1 and June 30, 1926, none had played on varsity athletic teams; three had played on class teams. The only one who had excelled in any type of extra-curricular activity was a boy who had achieved state honors in agriculture judging contests. Thus, as the state study indicates, the eliminated pupils were, by and large, not pupils who had excelled in extra-curricular activities.

20. *Intention to Remain in School in Relation to Elimination*

In September, 1925, all the students of the Moorestown High School were asked to state their intention with regard to remaining in school to graduate. Table CV outlines their replies.

TABLE CV

INTENTION OF REMAINING TO GRADUATION OF ALL M. H. S. STUDENTS (SEPTEMBER, 1925)

	YES	NO	DOUBTFUL
Grade IX	78.2%	17.0%	4.8%
Grade X	87.3%	9.4%	3.3%
Grade XI	97.0%	1.5%	1.5%
Grade XII	100%	0%	0%

As page 201 indicates, what actually happened was that fewer than fifty per cent (exactly 45.27 per cent) of the class entering in September, 1925, remained to graduate, instead of the 78 per cent who expected to do so.

Summary

1. A class of 148 pupils (69 boys and 79 girls) entered Moorestown High School in September, 1925. Twenty-six boys and 35 girls graduated in the normal time. Nine boys and 11 girls transferred to other schools. Three boys and 3 girls remained in school five years to graduate. Eighteen boys and 17 girls left school permanently during the first year, 7 boys and 9 girls during the second year, 3 boys and 4 girls during the third year, and 3 boys and no girls during the fourth year.

2. In 1925–1926 the New Jersey high school registration was divided practically evenly between boys and girls; in Burlington County for every forty-six boys there were fifty-four girls; in Moorestown, for every forty-one boys there were fifty-nine girls.

The percentage of elimination for 1925–1926 of boys in New Jersey, in Burlington County, and in Moorestown was the same throughout, a 15 per cent elimination. Burlington County and Moorestown lost two fewer girls out of every hundred than did the state as a whole, a 13 per cent elimination obtaining among the girls in New Jersey and an 11 per cent drop-out among the girls of Burlington County and of Moorestown.

The elimination of boys from Moorestown High School has dropped from 15.40 per cent, in 1925–1926 to 8.93 per cent in 1928–1929. That of girls has remained almost stable.

3. Of the total registration in Moorestown in 1925–1926, 94 per cent were white pupils and 6 per cent colored; of the eliminants, 87½ per cent were white and 12½ per cent colored. Forty-four per cent of the white pupils of the class entering in September, 1925, graduated in normal time, as compared with 20 per cent of the colored pupils. Forty-two per cent of the white pupils dropped out of school permanently, as compared with 40 per cent of the colored. Three per cent of the white remained an extra year to graduate, as compared with 20 per cent of the colored.

4. In Moorestown, as in Burlington County, there is approximately a 25 per cent elimination among the overage pupils of both sexes in the ninth and tenth grades. In Moorestown there is more than 10 per cent more elimination among the normal age ninth and eleventh grade girls than is true of Burlington

and Union Counties combined. There is much less elimination of twelfth grade pupils in Moorestown than in Burlington and Union Counties combined.

5. Every hundred pupils registered in Moorestown High School are divided thus among the grades—ninth grade, thirty-seven; tenth grade, twenty-seven; eleventh grade, twenty; twelfth grade, sixteen. The eliminants are divided thus—ninth grade, forty-eight; tenth grade, twenty-nine; eleventh grade, seventeen; twelfth grade, six.

6. The classical course retained to graduation 68.42 per cent of its ninth grade registration (September, 1925). The scientific course retained to graduation 40 per cent of its ninth grade registration (Sept., 1925). The commercial course retained to graduation 35 per cent of its ninth grade registration (September, 1925).

The classical course lost permanently 15.79 per cent of its ninth grade registration (September, 1925). The Scientific course lost permanently 42.00 per cent of its ninth grade registration (September, 1925). The Commercial course lost permanently 56.67 per cent of its ninth grade registration (September, 1925).

7. The Median I. Q. of pupils graduating from Moorestown High School college preparatory courses in normal time (class entering September, 1925) was between 110 and 115). The median I. Q. of pupils graduating from Moorestown High School commercial course in normal time (class entering September, 1925) was between 100 and 105.

The median I. Q. of permanent drop-outs from the college preparatory curricula (class entering September, 1925) was 95.

The median I. Q. of permanent drop-outs from the commercial curriculum (class entering September, 1925) was between 95 and 100.

8. 44.88 per cent of the class entering Moorestown High School in September, 1925, were from Moorestown; 55.12 per cent, from outside districts.

30.19 per cent of the permanent drop-outs of the same group were from Moorestown; 69.81 per cent, from outside districts.

9. Practically the entire personnel of Moorestown High School is American-born.

10. Approximately 75 per cent of the Moorestown High School student body in 1925–1926 were of native-born parentage. Of the drop-out, only 21 per cent were of foreign-born parentage.

66 per cent of the children having both parents American-born remained in school at least eight terms; only 39.13 per cent of those having both parents foreign-born remained in school the length of time normally required for graduation.

11. Using "Count's Classification" as a basis, we find the fathers' occupations of pupils eliminated from Moorestown High School to be confined largely to the three classes—agricultural service, building and related trades, machine and related trades.

12. The modal distance of school from home among pupils who left Moorestown High School in 1926–1927 was three miles; among pupils who remained, five miles; the median distance in both cases was three miles.

13. The average age of Moorestown boys eliminated from the ninth grade is 16 years and 5 months; from the tenth grade, 17 years, 7 months and 25 days; from the eleventh grade, 18 years, 6 months and 5 days; from the twelfth grade, 17 years, 11 months and 19 days.

The average age of Moorestown girls eliminated from the ninth grade is 15 years, 11 months and 29 days; from the tenth grade, 17 years, 1 month and 4 days; from the eleventh grade, 17 years, 2 months and 6 days.

14. The percentage of attendance in Moorestown High School is much higher among pupils who remain in school than among pupils who leave. There is no significant difference between the two with regard to punctuality.

15. Both in the state as a whole and in Moorestown, approximately 15 per cent of the eliminants entered school after the opening day in the year during which they were eliminated from school.

16. The percentage of the total elimination attributable to the four grades in Moorestown High School varied over a four-year period, 17 per cent in the ninth grade, 15 per cent in the tenth grade, 12 per cent in the eleventh grade, and nine per cent in the twelfth grade.

17. Approximately 30 per cent of the elimination from Moorestown High School is caused by removal, or transfer; economic necessity or going to work accounts for 40 per cent of the withdrawals; illness is accountable for approximately 10 per cent of the elimination; maladjustment of all sorts accounts for about 20 per cent of the cases.

18. Participation in extra-curricular activities is characteristic of comparatively few of the pupils who leave Moorestown High School.

19. Seventy-eight per cent of the class entering in September, 1925, expected to remain to graduate. Actually 45.27 per cent of them did so.

Conclusions

1. Fewer than 50 per cent of a class entering Moorestown High School in September of any given year may be expected to remain to graduation. Approximately an equal number may be expected to leave before graduation. Seventy-five per cent of the elimination may be expected to take place during the ninth and tenth grades.

2. Moorestown High School has on register, year by year, more girls than boys, the preponderance of girls being greater than that in New Jersey as a whole. Moorestown loses fewer girls out of every hundred registered than either Burlington County as a unit or New Jersey as a unit. Boys are eliminated from Moorestown, from Burlington County, and from the state in even proportion.

3. There is approximately seven per cent greater school mortality among the colored than among the white of Moorestown High School.

4. Moorestown loses a disproportionate percentage of ninth and eleventh grade girls among the normal progress group. These losses are confined largely to the commercial curriculum. Moorestown retains to the upper grades more pupils per hundred than does either Burlington County as a unit or New Jersey as a unit.

5. The losses from the college preparatory curricula of Moores-

town High School are much smaller than are the losses from the commercial curriculum. The elimination from the commercial curriculum is likewise much more rapid than is that from the college preparatory curricula.

6. Native mental ability as measured by the I. Q. has a positive relation to length of stay in Moorestown High School. A higher I. Q. usually accompanies successful accomplishment in the college preparatory curricula than in the commercial curriculum.

7. There is much more elimination among pupils coming to Moorestown High School from outside districts than among the local group. However, distance of school from home appears to have no causal relation to elimination.

8. Moorestown pupils of American-born parentage have a much better chance to remain in school than do pupils of foreign-born parentage. The most quickly eliminated group is that comprising ninth grade girls of foreign-born parentage.

9. Elimination from Moorestown High School is largest in what might be termed the middle level of parental occupation.

10. Girls are eliminated from Moorestown High School at an earlier age than the boys.

11. Moorestown High School eliminants are much less regular in their attendance at school than are the pupils who remain in school.

12. There is wide variation from year to year in the percentage of the total elimination from Moorestown High School attributable to the ninth, tenth, eleventh, and twelfth grades, respectively.

13. The reasons why pupils leave Moorestown are very much the same, and in very much the same proportion, as are those reported among the group eliminated from the state as a whole.

14. Expectancy among ninth grade pupils of remaining to graduate from Moorestown High School bears no very close relation to actuality.

Part IV

General Conclusions and Recommendations

General Conclusions

By discussing New Jersey High School Eliminations first from the point of view of the state as a whole, then from that of the county as a unit, and finally from one individual high school, we have been able to view the situation both in broad outlines and at close range—both extensively and intensively.

In general, the same trends are to be observed in local, county, and state situation, their very consistency furnishing one of the illuminating features of the study.

A New Jersey high school planning an anti-elimination program will do well to bear in mind that, in a situation approximating the median:

1. About fifteen per cent of the student body will probably be eliminated during the course of the year, there being little variation according to geographical location or size of school, except that very large schools (of more than 1000 enrollment) may count on a slightly greater elimination.

2. There will be a slightly greater (approximately two per cent) elimination among the boys than among the girls, and that the girls will be eliminated slightly more rapidly than the boys.

3. There is approximately seven per cent greater mortality among the colored than among the white, the entire colored drop-out, however, accounting for not more than five per cent of the total elimination.

4. An underage pupil has approximately twice the chance of a normal age pupil and three times the chance of an overage pupil to remain in school to the completion of any given school year.

5. A pupil entering the ninth grade at less than fifteen years of age has approximately three chances in four of remaining to graduate; entering at fifteen, he has slightly better than an even chance of completing the four years normally required for

graduation. Entering at sixteen, he has four chances in ten of remaining four years; entering at seventeen, he has three chances in ten, and entering at eighteen, his chances are reduced to two in ten.

6. The grade classification of the total enrollment is spread over the four high school grades in the following proportions: ninth grade, 41; tenth grade, 27; eleventh grade, 18; twelfth grade, 14, and that the eliminated pupils are divided among the four grades in the following proportions: ninth grade, 43; tenth grade, 33; eleventh grade, 18; twelfth grade, 6.

7. The college preparatory groups are much less liable to the inroads of elimination than are the curricula not designed for preparation for college. This distinction is especially marked in the ninth and tenth grades, where the percentage of elimination within the non-college preparatory group is approximately twice that within the college preparatory curricula.

8. Insofar as we can rely upon the accuracy of the statements made regarding the cause of leaving, economic necessity, to work, or family disturbances account for more eliminations than any other group of related causes, that illness is a contributing factor in approximately ten per cent of the cases of elimination, and that maladjustment of one sort or another accounts for approximately fifteen to twenty per cent of the cases of elimination.

9. Pupils with low mental ability are, in general, better able to do the work of a commercial, general, or industrial curriculum than that of any college preparatory curriculum.

10. Pupils of foreign parentage are much more liable to be eliminated than are pupils of American-born parentage.

11. Repeated absence from school is likely to be a forerunner of elimination.

Recommendations

1. The recent survey of the New Jersey school system made at the instance of the state legislature points out New Jersey's failure to retain in school to graduation from the high school as large a percentage of pupils as complete the twelve-year course in the country as a whole. It is recommended, therefore, that

there be a concerted effort on the part of the individual high schools, working under the direction of the State Department of Public Instruction, to prevent wasteful elimination.

2. The lack of information made available to the investigator, concerning the individual pupils' sociological background implies the absence of such data from the official school records. It is recommended that there be adopted among the high schools of the state a uniform individual pupil's office record card, containing besides the usual information as to name of father, address, date of birth, curriculum choice, and grade, statements concerning the pupil's native ability as measured by standard tests, his parental nativity, his own nativity, the language spoken in his home, the pupil's vocational preference, the occupation of the father, etc.

3. Inasmuch as seventy-five per cent of the elimination is on the part of ninth and tenth grade pupils, it is recommended that the courses of study be so planned as to furnish the large number of pupils destined to drop out of school before completing more than two years of high school work with as rich and practical curriculum offerings as possible. It is especially recommended that two-year commercial and industrial courses be provided, complete in themselves, but also preparatory to the more advanced work of an additional two years, the practical use of the tools of trade or industry being stressed in the first two years.

4. Maladjustment of one sort or another appears to be accountable for from fifteen to twenty per cent of the eliminations from the New Jersey high schools. It is recommended that the schools employ personnel officers, trained for the work, to advise students concerning problems of adjustment.

5. Inasmuch as there is tremendous variation from school to school with regard to the proportions of the elimination problem, it is recommended that each school not only survey the local needs but also study constantly the changing local needs, to make it unnecessary for students to seek beyond the local school for the type of training they require; for example, in a rural or agricultural section, the introduction of an agriculture course may do much toward holding in school the boy whose whole life-situation centers in problems connected with the farm.

6. As pupils coming to a central school from outside school districts are liable to be eliminated more rapidly and more numerously than are pupils of the central district, it is recommended that the receiving high school carry on a program of orientation for the benefit of such pupils, beginning such a program while the pupils from the outside districts are still in the eighth grade.

7. It appears that the eliminated pupils are, in general, not pupils who have participated to any great extent in the extra-curricular activities of the school. It is recommended that the effort be made actively to interest pupils who are liable to leave school (such groups, for instance, as ninth grade girls of foreign-born parentage) in the "life" of the school, in order that they, as contributors to the school program, may feel themselves a necessary part of the school organization and may thus be encouraged to continue in school.

8. Approximately ten per cent of the eliminations from New Jersey high schools are accompanied by ill health. It is recommended that the schools concern themselves more actively than ever with the problem of discovering and correcting physical deficiencies. As most of the ills of childhood yield to prompt and intelligent treatment, there is a good probability that eliminations caused by illness may be considerably reduced.

While these recommendations are specific, they might all be summed up in a plea for the school's intelligent understanding of and adequate provision for the individual pupil's capacities, interests, and needs.

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